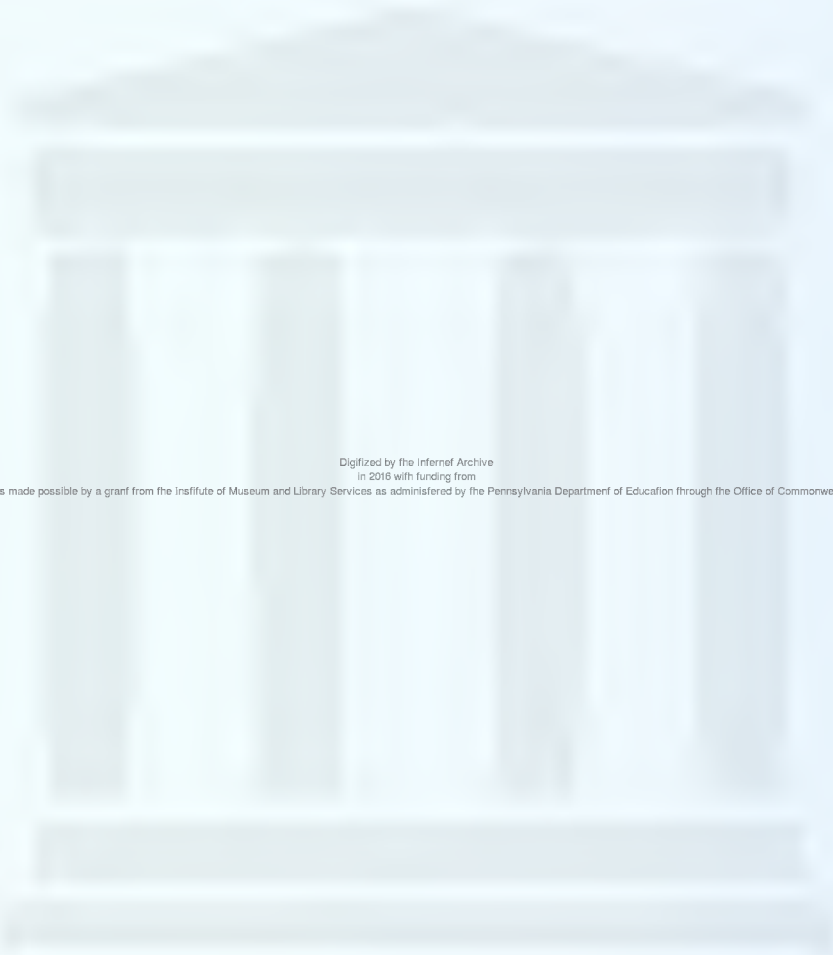


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The Conduct of Elementary Physical Education

Bulletin 310

LESTER K. ADE

Superintendent of Public Instruction



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

Harrisburg
March—1939

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THE CONDUCT OF ELEMENTARY PHYSICAL EDUCATION

BULLETIN 310

LESTER K. ADE
Superintendent of Public Instruction

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg
March, 1939

FOREWORD

A program of physical education that is to be effective and to have its objectives realized should be thought of as education "through the physical" rather than education "of the physical." The development of the physical as an end in itself cannot be justified from an educational point of view. However, the physical should not be ignored, as the effectiveness of desirable emotional and social values are inherent and dependent, to a large extent, upon the health of the bodies in which they reside.

This bulletin deals with the philosophy and the effective teaching of physical education. The materials of instruction have been carefully selected and evaluated to suit the age level of the pupils of the various grades. They are comprehensive enough to provide sufficient desirable activities for the elementary school program.

In the preparation of this publication, we are grateful for the advice and cooperation of the following persons who assisted in various ways; chiefly by evaluating the preliminary outline and contributing valuable suggestions as to what should constitute a modern program of elementary physical education.

Miss Maloise S. Dixon, Director, Women's Physical Education, State Teachers College, Lock Haven.

Miss Ruth A. Elliott, Supervisor, Physical Education, Pittsburgh City Schools.

Miss Minerva Stern, Director, Physical Education, State Teachers College, Kutztown.

Elwood C. Davis, Professor of Physical Education, Pennsylvania State College.

James E. Rogers, Director, National Physical Education Service, National Recreation Association, New York City.

A. L. Rummer, Supervisor, Physical Education, Wilkes-Barre Schools and Committee of City Teachers.

Grover W. Mueller, Supervisor, Physical Education, Philadelphia City Schools.

Committee of Graduate Students in Physical Education at Pennsylvania State College, J. Birney Crum, Chairman.

The work of preparing this publication was conducted under the general direction of Dr. Paul L. Cressman, Director of the Bureau of Instruction. Dr. Frank P. Maguire, Chief of Health and Physical Education, wrote the underlying philosophy, the teaching suggestions, and procedures. Mr. Eugene P. Bertin edited the manuscript and prepared it for publication.

LESTER K. Ade

Superintendent of Public Instruction

March, 1939.

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The Conduct of Elementary Physical Education

I. FACTORS IN THE ORGANIZATION OF THE PROGRAM

A. A STATEMENT OF PHILOSOPHY

Education must necessarily tend toward assisting the individual to attain his ultimate end in life. If the physical aspects of one's person have been neglected, the attainment of optimum life-ends is rarely possible, or at best is made more difficult.

In the new education the physical entity of the school child has become a primary concern of educators. Health service and purposeful instruction in a variety of activities, positive health habits, nutrition, and better ways of living through cooperative human relationships constitute much of the new pattern.

Definite progress has been made during recent years in bringing physical education into accord with sound educational theory and practice. The constituent elements and activities must be evaluated in terms of their physical, intellectual, emotional, social, safety and recreational contributions, to list only the more obvious of the potentialities inherent in this program. A new conception of the uses of leisure time has been evolved. Girls and boys must be taught to build criteria that will enable them to discriminate between activities that enrich and enlarge their lives and those which degrade and dissipate.

The physical education program should be directed in its entirety toward the enrichment of experience through activities and in situations that conserve and promote the health and physical powers of school children; it should cooperate in the removal of health handicaps and remediable physical defects, and should contribute a major share toward laying the foundation for positive health through desirable health habits.

B. STATE REQUIREMENTS

"In every elementary public and private school established and maintained in this Commonwealth, the following subjects shall be taught in the English language and from English texts; . . . health, including physical training and physiology . . ." Section 1607, School Laws of Pennsylvania.)

The teaching of health and physical education in the elementary schools of this Commonwealth is the definite responsibility of the classroom teacher, by the same mandate that prescribes the teaching of reading, writing, arithmetic, and other fundamental tool subjects.

It is the administrative responsibility of the supervisory officer of every local school district to see that this provision of the school law is carried out in effect.

C. A DEFINITION OF PHYSICAL EDUCATION

Physical education embodies a planned program of opportunities for participation in psychomotor activities which favor desirable modifications in knowledges, habits, skills, ideals, and attitudes. Activity is the educative process and the activities taught provide the medium through which education is effected.

D. AN INTERPRETATION OF PHYSICAL EDUCATION

This phase of education, inadequately designated as physical education, emphasizes not only the personal development of the individual, but the adjustment of the individual to society as well. It makes its contribution to complete education through organization and guidance of children in fundamental psychomotor activities.

E. A DEFINITION OF AIMS

The aims of any physical education program are in reality the ultimate ends which the instructor has in mind. In general, they are desiderata which are remote, aspirational, and idealistic: for example, the physical and social efficiency of the adult.

F. DETERMINATION OF AIMS

The propriety of any school program should be determined primarily in terms of its fundamental aims. The success of this program should then be judged in the light of the degree of achievement toward the accomplishment of these predetermined aims. In physical education, one is impressed by the multifarious aims, most of which offer no criteria for measuring their accomplishment.

G. REDIRECTING THE PROGRAM

Suggested steps in the redirection of physical education:

1. A clear statement of fundamental purpose, or aim.
2. Rigorous adaptations of method to further the accomplishment of this aim.
3. The development of tests, carefully validated in terms of the aim, to aid in the measurement of results.

Note: It is realized that while tools of measurement should be developed and applied wherever possible, frequently the more vital elements in education are those which are not capable of discrete measurement.

H. STATEMENT OF AIM

The ultimate aim of elementary school physical education should be in harmony with and contribute to the ultimate aim of general education. That is, elementary education aims to provide opportunities that enable the individual so to develop that he lives efficiently in society as it is now organized and contributes toward its improvement. The contribution of physical education to this aim means that its activities aid in affording

and controlling a wholesome environment, and providing opportunities for action in and reaction to that environment, so that optimum development may accrue for each individual in the physical, intellectual, emotional, social, and other aspects of his school and post-school life.

I. OBJECTIVES AND THEIR RELATION TO AIMS AND OUTCOMES

While certain objectives may also be in a sense remote, they are distinctly more concrete and immediate than is the aim. They should lend themselves to measurement, preferably in an objective (as opposed to subjective) fashion, and must contribute to the achievement of the established aim.

It is well to keep in mind the fact that the pupil is rarely concerned with any purpose beyond concrete objectives. For him these must be translated into elements of progress that are immediate, definite, and measurable. The instructor and administrator must extend their vision to the more remote and more idealistic.

When, as, and if the aims and objectives are fully consummated they become *outcomes* and as such they cease to be aims and objectives.

Physical education has the same responsibility and the same fundamental objectives as to child growth and development as has education in general. It is one of the great areas in education.

J. FIVE MAJOR OBJECTIVES

The modern physical education program has at least five major objectives. They aim to meet five major problems of American life today.

1. Building organic fitness for today and tomorrow through activities definitely selected to increase strength, vigor, and functional capacity.
2. Inculcating health habits for today and tomorrow, not so much by giving knowledge as by providing ways and means for wholesome living in practice.
3. Developing physical abilities and psychomotor controls, by providing a wide, rich program of activities that demand and increase the vocabulary of neuromuscular skills.
4. Generating among the girls and boys of today meaningful, vitalized, recreational habits and interests that will carry over into adult hobbies and avocations.
5. Definitely educating for behavior conditioned by the principles of good sportsmanship, thus building toward character and better citizenship.

K. ATTAINING OBJECTIVES

Objectives are sometimes fine-sounding phrases found in books and materials of instruction. One reason for this is that general objectives are stated in terms that are readily acknowledged and indisputable. Almost any teacher may look at a list of general objectives and rightfully say, "Yes, my program attains all of these." Assuming that specific objectives invariably lead toward general objectives, teachers should concentrate upon the specific objectives of each activity. A word of caution may be in order at this point.

Some teachers in their concentration upon the specific skill objectives of an activity may tend to forget the specific objectives related to social and moral conduct. Or, in concentrating upon objectives leading to the development of organic vigor, some teachers may tend to overlook the specific objectives of developing proper attitudes.

Part of the daily program of a teacher is to set up the specific objectives to be attained by the pupils for that lesson. Perhaps the pupils are given an opportunity on the previous day of helping to determine what the next lesson's objectives shall be. At any rate, the pupils are made aware of the objectives to be attained. However, in concentrating upon any particular objectives the teacher should be alert to any and every opportunity that presents itself to "clinch" other specific objectives.

The attainment of specific objectives by pupils is not an isolated acquirement of one type of objectives, certain skills for example, and then the isolated acquirement of another type of objectives. Pupils may, and frequently do, acquire attitudes, behavior patterns, and codes of conduct while concentrating upon the attainment of some skill objectives. It is therefore the responsibility of the teacher to see that these concomitant learnings are desirable and acceptable. In short, the teacher's task is to stimulate the concurrent acquirement of several types of specific objectives, if the opportunity presents itself.

Several factors influence the degree to which, and the rapidity with which, specific objectives are attained by the pupil. These are: (1) the environment, including such items as weather, ventilation, degree of orderliness, and other signs of proper preparation of facilities and equipment; (2) the teacher, including such items as appearance, attitudes, preparation, ability, personality, general and specific methods employed, and, teaching materials and aids utilized; (3) the activities selected; (4) the degree of difficulty, challenge, meaningfulness of, and familiarity with the objectives established; (5) the pupil's status of health, interest, background, ability, intelligence, appreciation, peculiarities, and determined needs.

Physical education is no longer conceived to be the formal response-to-command type of participation in activities which have little biological background. On the other hand, physical education is not merely the playing of games only for the sake of playing or merely for enjoyment. If physical education is to be a type of education, there must be teaching for specific purposes and toward specific objectives. No physical education lesson should begin without a liberal number of planned specific objectives. These, in turn, should be part of a larger plan, so that they lead from previously acquired objectives toward objectives yet to be attained.

L. PURPOSES

The schools of the present social order have set up certain cardinal principles as representing the best standards of society of today. According to these principles, enunciated first for secondary education and later extended to the field of elementary education as well, health is the first of the seven major purposes of general education. Physical education, directly as well as indirectly, contributes to health, character education,

THE CONDUCT OF ELEMENTARY PHYSICAL EDUCATION

emotional stability, and the development of citizenship. Its potentialities include the improvement of school behavior and the lessening of disciplinary problems. A well-developed program of physical education activities should promote a joyous school atmosphere.

Based on the philosophy of individual pupil needs, physical education is essential, irrespective of facilities provided. It is recognized, however, that some schools are handicapped in developing an ideal program by certain militating factors, chief among which are:

1. Inadequate indoor or outdoor physical education facilities.
2. Financial limitation with consequent curtailment of equipment and supplies.
3. Professional and personal limitations on the part of the classroom teachers conducting the program.
4. An occasional lack of sympathy on the part of a school administration with inadequate concepts of play, big-muscle activity, and the modern physical education program.

It is necessary, in schools where these conditions exist, to make extensive adjustments, exerting particular effort to provide a program worthy of the name and one that will meet the needs of the pupils as nearly as humanly possible.

II. ATTAINMENT OF OUTCOMES THROUGH TEACHER LEADERSHIP

A. OUTCOMES

This publication has been prepared as a guide for teachers in the elementary schools of the Commonwealth of Pennsylvania. Its value lies in the use made of it by the teachers of the State. The activities suggested become vital only through the teacher's leadership. The results obtained, the attitudes developed toward physical education activities in later years, are dependent upon the teacher's guidance. The activities herein described have been selected with such factors in mind as the needs, interests, and capacities of the typical elementary school pupil. These activities should be adapted by each teacher to her own individual situation. The organization, the location, the equipment of the school will somewhat modify the selection of activities. However, at no time should the teacher permit himself to use these modifiers as excuses for not accomplishing results in physical education. Full use should be made of existing facilities, working toward their improvement wherever possible.

The most worthwhile outcomes in physical education are attained:

First—When the teacher understands the needs, interests, abilities, and individual differences of each child who comes under his guidance.

Second—When he understands the avenues along which these potentialities are to be guided and developed.

Third—When he has a working knowledge of activities which offer opportunities for beneficial developments within the child. This may involve the ability to demonstrate performance in these activities.

Fourth—When he employs appropriate methods in the guidance of these developments.

Fifth—When he controls and maintains an optimum environment from the point of view of health and safety, and one that will insure the best possible learnings.

Sixth—When he measures and records the results achieved in teaching-learning situations, and consistently utilizes these records in the improvement of instruction.

Seventh—When the pupil, under careful guidance and following a gradual induction, participates actively in the planning and leadership of the activity program.

Eighth—When pupil-purposing exerts a strong motivating influence on the efficient conduct of activities, the provision of and practice in drill situations, and the avoidance or control of behavior problems.

B. STEPS IN THE ATTAINMENT OF OUTCOMES

Aids in accomplishing the steps enumerated above may also be outlined:

THE CONDUCT OF ELEMENTARY PHYSICAL EDUCATION

1. *For the First Step*—Know the individual child by means of
 - a. Health examinations.
 - b. Daily health inspection, cleanliness inspection.
 - c. Survey of health habits and health practices.
 - d. Accumulation of evidence concerning mental alertness, psychomotor abilities or difficulties, and other reaction characteristics.
 - e. Frequent testing of growth in ability to work and play cooperatively.
 - f. Furtherance of informal contacts that lead to appreciation of home conditions and home influences.
 - g. Study of the child with respect to his associates and his reactions to their influence.
 - h. Study of the child with respect to his leisure time activities, his interests, dominating urges, and latent abilities.
2. *For the Second Step*—The avenues of development take the form of objectives for the various age-grade levels, *some* of which are listed below.
 - a. FIRST AND SECOND GRADE
 - (1) Improvement in ability to follow directions.
 - (2) Improvement in consideration of the rights of others (taking turns, etc.).
 - (3) Improvement in ability to make desirable choices.
 - (4) Development of respect for school equipment.
 - (5) Improvement in ability to run, jump, hop, leap without falling.
 - (6) Development of ability to catch and throw an inflated ball at increasing distances (minimum standard, fifteen feet to twenty feet).
 - (7) Development of the ability to dodge at the approach of a moving object.
 - (8) Development of the ability to stop and kick an inflated ball.
 - (9) Improvement in ability to perform simple stunts or self-testing activities (minimum standard, six).
 - (10) Development of understanding and ability in the playing of games (minimum standard, twenty).
 - (11) Development of ability to skip, gallop, run, and walk in rhythm with music or other accompaniment.
 - (12) Development of ability to create and enjoy dramatic rhythms.
 - (13) Development of knowledge and skill in a repertoire of dramatic games (minimum standard, ten).
 - (14) Development of awareness of factors in own improvement.
 - (15) Development of the ability to practice good health habits at all times.
 - b. THIRD AND FOURTH GRADE
 - (1) Improvement in ability to give as well as follow directions.
 - (2) Development of ability to practice and enjoy taking turns as leader and follower.
 - (3) Continuation of improvement in ability to make desirable choices.

- (4) Development of the ability to use and care for school equipment.
- (5) Development of ability to run, jump, hop, leap more efficiently than in previous grades.
- (6) Development of ability to catch and throw a ball more efficiently at increased distances (minimum standard, twenty feet to thirty-five feet).
- (7) Improvement in ability to dodge a moving object.
- (8) Development of the ability to kick a ball at a target (soccer accuracy kick, twenty-five feet to thirty-five feet).
- (9) Improvement in ability to perform *new* stunts or self-testing activities (minimum standard, six).
- (10) Development of understanding and ability in the playing of *new* games (minimum standard, fifteen).
- (11) Development of ability to walk, run, skip, and gallop, changing direction with phrasing of music.
- (12) Improvement in ability to create and enjoy dramatic rhythms.
- (13) Development of knowledge and skill in a repertoire of *new* singing games and folk dances (minimum standard, ten).
- (14) Development of increased awareness of specific factors in own improvement, and of other factors which are in need of improvement.
- (15) Development of an awareness of the relation of health practices to well-being.

C. FIFTH AND SIXTH GRADE

- (1) Improvement in ability to organize and lead squad activities (minimum standard, three).
- (2) Improvement in ability to utilize the increased opportunities offered for leadership and followership.
- (3) Improvement in ability to make own decisions.
- (4) Improvement in ability to solve problem situations as they arise in physical education activities.
- (5) Improvement of skill in running, jumping, hopping, leaping, catching, throwing, dodging, and kicking.
- (6) Continuation of improvement in ability to perform *new* stunts or self-testing activities (minimum standard, six).
- (7) Development of understanding and ability in the playing of *new* games suited to this age and grade level (minimum standard, ten).
- (8) Improvement in knowledge of rules of games played and in willingness to accept the decisions of officials graciously.
- (9) Development of the ability to contribute to and enjoy team membership.
- (10) Improvement in ability to use and enjoy rhythmic skills in a creative manner.
- (11) Development of knowledge and skill in a repertoire of *new* rhythmic activities suited to this age and grade level (minimum standard, six).

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- (12) Development of an interest in the improvement of skills to the degree that it will motivate self-initiated drill.
 - (13) Development of an interest in and ability to maintain physical well-being.
 - (14) Improvement in extent of knowledge and practice of rules of safety.
 - (15) Improvement in ability to retain self-control in emergencies.
3. *For the Third Step*—The activities listed and described in this course of study suggest the approach to the accomplishment of this step.
 4. *For the Fourth Step*—The following suggestions for teaching an activity are given. The teacher should:
 - a. Have both a long view and a daily plan of work, embodied in a working outline containing the teacher's objectives and activities to accomplish these objectives.
 - b. Work toward and check on the accomplishment of these objectives, translating them into terms of concrete pupil achievement and helping the children to realize their attainment of these objectives.
 - c. Be thoroughly familiar with the skills and rules of each activity before presenting it.
 - d. Present new activities as the outgrowth of familiar activities.
 - e. Promote opportunities for integrating physical education with other subjects.
 - f. Maintain and utilize natural motivations inherent in physical activities—pupil preferences, challenging experiences, satisfaction through accomplishment.
 - g. Teach children to plan by encouraging them frequently to choose their own activities and by guiding them in the evaluation of suggested choices.
 - h. Guide the children in the cooperative establishment of criteria for behavior in terms of rules and regulations which are few in number, but rigidly observed; these are in addition to rules for the game being played.
 - i. Encourage pupil activity at the beginning of the period, with as few preliminaries as possible—so that pupils learn by doing; but make sure that they learn correctly by doing correctly.
 - j. Adapt class organization to the type of activity—squad organization, mass drills, etc.
 - k. Provide optimum opportunity for leadership and followership—cooperation, appointment of pupil assistants and sports managers, etc.
 - l. Provide optimum opportunity for the exercise of pupil-initiative, pupil-leadership, pupil-judgments, pupil-responsibilities, pupil-decisions in all phases of the program.
 - m. Guide the thinking of the group toward the cooperative solution of felt difficulties, both those of the group as a whole and also those of individuals, always stressing the relationship of the difficult item to the whole activity.

- n. Organize activities so that the teacher can give individual assistance to those who need it.
 - o. Always have slightly more work planned than can be accomplished, and close the lesson with a "forward look" toward the next steps in that accomplishment.
 - p. Be alert to situations and ready to adapt the original plan to the need that may arise: thus when interest lags, it may be wise to introduce instead a favorite familiar activity, reverting later to the attack on the new situation.
 - q. If wholesome, joyous, spontaneous activity does not result from this period, then restudy the pupils, reconsider the environment, revise the activity, revamp the methods used.
 - r. Teacher-pupil contacts during this period should be anticipated by teacher as well as pupil in the light of privileges to be enjoyed, never as trying experiences or arduous obligations. If the negative attitude prevails, a redirection of the program is immediately necessary.
5. *For the Fifth Step*—Control and maintain a favorable environment from the standpoint of:
- a. Health and safety factors
 - (1) In all situations
 - (a) First aid kit ready for use and *used* intelligently by the children.
 - (b) Inspection and prompt repair of any apparatus to be used.
 - (c) Cleanliness and prompt repair of equipment such as balls, mats, etc.
 - (d) Playing spaces free from obstacles and hazards to safety.
 - (e) Children well drilled in habits of safety, such as "eyes on the ball," "pass to the right," etc.
 - (f) Children properly dressed for prevailing temperatures and nature of activity.
 - (g) Attention to primary health habits,—good posture, hands away from face and mouth, proper use of handkerchief, etc.; during the activity period.
 - (h) Avoidance of personal contacts that are not essential to the activity.
 - (i) Attention to length and frequency of period,—short and more frequent periods for younger children.
 - (j) Attention to placement of period in daily schedule where best results will occur,—not immediately after lunch nor at the end of the school day.
 - (2) Indoor facilities—classroom, playroom, or gymnasium
 - (a) Proper lighting, heating, ventilation, and room temperature.
 - (b) Cleanliness of room—freedom from dust or odors.
 - (3) Outdoor facilities—playground, athletic field

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- (a) Construction and care of playing surface—even, well drained, free from obstacles.
- (b) Field free from flying objects,—small children *away* from flying balls of older children.

b. Class organization

- (1) Courts and gymnasium floor properly marked for the activities.
- (2) All apparatus tested for safety.
- (3) All supplies ready.
- (4) Teacher in appropriate dress.
- (5) Available space wisely used.
- (6) Selection whenever possible of environment best suited to the activity,—indoors, out-of-doors, where small children are away from larger children.
- (7) No waste of time on children's part in preparation for the physical education period.
- (8) Sufficient formality in routine to insure immediate participation of all children, if possible, in the activity offered.

6. *For the Sixth Step*—The measurement of results purposes:

- a. To protect the child's health.
- b. To improve instruction.
- c. To facilitate learning.

The tools of measurement are:

- a. Health examinations.
- b. Tests of skill.
- c. Tests of knowledge.
- d. Social traits tests.
- e. Attitude tests. (Beginning in fourth grade.)

7. *For the Seventh Step*—The child should be taught to participate in unit planning.

- a. Throughout school work the child needs experience in thinking things through with the teacher and with the rest of the group.
- b. Planning on the part of the teacher must accompany as well as precede cooperative planning on the part of teacher and pupils.
- c. The child must grow in sensitiveness to the needs of the situation. This is a gradual evolution; the teacher must be persistent if it is to be eventually achieved.
- d. A desire, on the part of the child, to participate in the planning process, must be developed. The teacher must be aware of the existence of activities that will challenge the child in this respect.
- e. In many instances the teacher also must be educated toward the value and technique of cooperative planning. Supervision should aid teacher-growth in this respect.

8. *For the Eighth Step*—Good discipline exists when the teacher controls the situation, and the pupil controls himself.

- a. Visualize the teaching situation in terms of concretely projected experience, so as to discover in advance the points which will present special difficulties, and develop the activity in a way that will avoid these difficulties.
- b. Plan the program so as to avoid over-fatigue and over-stimulation on the part of the pupils. Lack of control is symptomatic of mal-adjustment. The original cause, not merely its reflection in behavior, must be treated.
- c. Maintain during the physical education period the same standards of courtesy and cooperation that prevail during the other periods of the school day.
- d. Define carefully, though not too arbitrarily, these standards that are to be upheld throughout school experiences, and strive to make these standards an integral part of the concepts of every child.
- e. Remember that teacher-readiness for the demands of the situation requires preparation not only in subject matter and teaching method, but also in the good habits of Food, Activity, and Rest that go so *FAR* toward the establishment of poise and sanity in one's teaching personality.
- f. Problems which the teacher knows will arise in connection with the day's activities should be presented in such a way as to draw their solution from the class rather than from the teacher alone. Or, the unsolved problems of the previous lesson, unless these are the result of negligence or inadequate preparation on the part of the teacher, should be brought to the attention of the class, and the group then guided by the teacher in solving such problems.

III. ADMINISTRATION OF THE PROGRAM

A. FACILITIES

1. The Playground

The playground should be adjacent to or near the building to facilitate better supervision and allowance for its use without great loss of time. It should be sufficiently large to permit the assignment of a definite section to each grade. Space for games and other purposeful activities should be allotted to both girls and boys.

2. The Classroom

In most elementary schools, the classroom is the only room available for indoor physical education activities. Movable seats are desirable in that they can be moved against the walls, thus allowing space for a greater variety of activities. This is particularly advisable during consecutive periods of inclement weather, when the playground is not in condition for outdoor activities. On the other hand, stationary seats allow for many relays and rhythmic activities in line formation, and prevent the loss of time and the confusion of moving seats.

Attention must be given to proper ventilation during physical education periods.

3. The Corridor

The corridor space in some buildings can be used to advantage for many rhythmic activities and for simple games.

4. The Playroom

Some schools have a special activities room which can be used for physical education. This may be an extra classroom or a basement room which is properly floored, lighted, and ventilated. Where this condition exists, the playroom should be available at certain times to all grades.

5. The Gymnasium

Many new elementary schools are being provided with gymnasiums or gymnasium-auditoriums. Schools with such facilities will be able to offer a wider range of activities than schools handicapped by lack of indoor space.

Cooperation on the part of principals, teachers, pupils, and janitors is most essential in order to keep all facilities in an orderly and sanitary condition for efficient use.

B. THE TEACHER

The classroom teacher is, in most instances, responsible for the physical education activities of his pupils. If the activities are to be worthwhile, the teacher must be wholeheartedly in sympathy with them. Contact with the children through the physical education program gives the teacher valuable insight into the character of those children which will not be afforded during any other experiences. The physical education

period with its varied and meaningful activities provides a splendid opportunity for social education and social adjustment. Children live largely in an active world, and the teacher who cannot play with them cannot speak the language in which they are thinking and acting.

C. PUPIL LEADERS

The appointment of pupil leaders provides an excellent opportunity for one of the important objectives in education—leadership. The teacher must impart the feeling that it is an honor and a responsibility to be a leader—an honor which is not reserved to those whose abilities in this direction have already been developed more than those of others. The schools must develop latent powers and not merely take advantage of those developed by other agencies.

Leaders should be selected on the basis of ability, attitude, influence with other pupils, and personality. In general, it is well for the teacher to select the leaders who will assist her during the first few weeks of the term. After pupils have become accustomed to the idea of the duties, responsibilities, and characteristics of a good leader, the teacher should arrange to have the pupils elect most of their own leaders. Usually it will be found that the teacher can depend upon the judgment of the pupils. The teacher will often find that pupils will reelect the leaders selected by him if his selection has proved acceptable.

A leader may be given the title of captain, lieutenant, manager, etc. It is well to change leaders often in order to give a greater number of pupils an opportunity for this honor. It is essential for the teacher to give definite instructions to leaders in regard to the aims, objectives, and conduct of the activities.

The use of pupil leaders does not relieve the teacher of his responsibility but gives him a greater opportunity for supervision of all activities and for individual attention when necessary. The teacher should at all times be helpful, enthusiastic, sympathetic, and encouraging.

Squad formation within the class with pupils as leaders, gives a greater number of pupils an opportunity to be active most of the time. This formation may be used to advantage in relief exercises, games, stunts, and other events. Leaders are responsible for the conduct of the work. They may serve as teachers, judges, score keepers, reporters, and assistants in caring for supplies and equipment. They may also act as health officers, in the sense that they take care of the temperature and ventilation, and assume certain responsibilities for enforcing and maintaining cleanliness and tidiness of playroom and playground.

It is important in this connection to develop on the part of the child the realization that while each individual is in a sense a cooperating health officer, *health service* is rendered only by the expert.

It should be remembered that there is always danger of over-teaching, with the result that the child is deprived of the opportunity to use his own initiative in developing skills and concepts. It is important that each child be given opportunity for individual experimentation, and should be expected to develop leadership qualities by assuming responsibility not only for his own learning but for assisting others. Such leadership edu-

cation is made more effective by the organization of a leaders' squad, and the assigning of individual and group responsibilities.

D. TIME ALLOTMENT

Physical education should have a recognized, regular place and time allotment in the daily program. It merits the same attention and respect that are accorded the other tool subjects.

A minimum of one hundred (100) minutes per week should be allotted to each of the first six grades for physical education in addition to the one hundred fifty (150) minutes per week for recess periods.

E. DIRECTED RECESS PERIODS

The purpose of the recess period in the middle of the forenoon and afternoon is to relieve the strain of classroom inactivity by providing opportunity for big-muscle activity in the out-of-doors. The importance of this must not be minimized.

Recesses, weather permitting, should always be out of doors. The activities at this time should be so organized and directed that every child may have an opportunity for safe, vigorous play suitable to his age and physical condition. Where playground apparatus is available, it should be used under wise supervision and direction.

The recess period is primarily designed for active play,—play in the sense of relief from desk work and conscious mental effort. A recess period which merely turns pupils out into the schoolyard, without guidance in activity or supervision in safety, does not accomplish the desired results for the majority of the pupils. The more aggressive children tend to monopolize the apparatus and the most desirable play space, while the more timid and less robust children, those who perhaps are most in need of physical activity, stand about in groups, attempting to keep out of the way, or hopelessly waiting for the turn which seldom comes. Many teachers and principals have deplored this condition, yet they have not taken the proper steps to remedy it. The practice of assigning teachers to the yard or playground for so-called supervision may not improve conditions to any great extent. This supervision too often amounts to little more than policing; it does reduce the liability of accident, but does not help appreciably to insure activity for all. The only satisfactory solution is through organization of the recess period.

F. RECOMMENDED STANDARDS

1. That an approved program of physical education be adopted for the elementary schools to further the physical, mental, emotional, and social development of every child.

2. That the activities of the adopted program be organized and administered as uniformly as is feasible in the elementary schools. Sufficient leeway is desirable to allow for experimentation and improvement on the part of the artist teacher.

3. That the program consist of natural activities and games which are in harmony with and contribute to child development, in preference to artificial, over-formalized gymnastic and calisthenic drills.

4. That not less than twenty minutes of school time be devoted daily in each grade to instruction in and practice of worthwhile activities with a carry-over of interest in organized play and habits of good form in neuromuscular skills.

5. That relief or relaxation periods of not more than two minutes be devoted when needed in the school day to activities that will stimulate the vital organs, relieve nervous strain and utilize wholesome play interests. In all probability the child does not "relax" mentally; he merely turns his attention to other channels. This may be highly desirable, but the fact should be recognized. It is important to teach the child to think effectively, not only during the problem-solving situations that require concentration along more academic lines, but also—indeed especially—in connection with the more vigorous activity situations where keen thinking is fundamental both to personal safety and to success in meeting the challenges which make the adventure so satisfying. The intrinsic nature of the motivation for effort, mental as well as physical, in this type of play is the factor that relieves strain and has therefore a truly recreative effect.

6. That all play at school be organized, guided, and supervised;—each recess period to be under the supervision of one or more teachers, to encourage the participation of all pupils in activities learned during instructional periods. This in turn makes it important to select for instruction those activities that stimulate and develop the natural interests of childhood.

7. That since the classroom teacher is by the same token the physical education instructor and play supervisor, all teachers be urged to become acquainted with, and prepared in, physical education activities and the foundations of method in teaching them to the children.

While the application of principles varies slightly according to the field of subject matter, it is to be remembered that the same teaching principles are fundamental, whether instruction be given in the processes of reading, writing, arithmetic, games, or rhythmic activities.

8. That as soon as possible a competent, experienced supervisor of physical education be employed for the elementary schools to advise and assist teachers in the organization and in the administrative problems of the adopted program.

G. CLASSIFICATION OF ACTIVITIES

The method of classifying physical education activities will vary according to purposes, interpretation, and general outlook. In this case, the attempt is to survey briefly the different groups of subject matter from which instructional materials for the elementary grades may be selected.

1. Games

Games demand big-muscle controls, afford great enjoyment, and offer opportunities for the wholesome direction of the child's interests and energy. There are many types of games,—dramatic, running-chasing, athletic contests, games using equipment—balls, bean bags, and others. In the outline of games for the various age-grade levels, examples of all of the above types have been included. Games involving an "it" or "tag"

element have a particular appeal for the elementary school child. They are simple in their organization and readily learned, hence a great variety and number may be taught. As the child grows older, these games are supplemented by the less complex of the team games, which, in turn, are supplemented by athletic games of higher organization.

2. Relay Races

Relay races are intensely popular with most groups, thus it is especially important for teachers to make sure that the conduct of relays is successful. The relay should be explained step by step, illustrating each step first with a single team, then giving the entire class opportunity for practice. The form of the relay should be well understood and errors corrected before competition is introduced. The starting and finishing lines must be clearly designated and pupils should not be allowed to start ahead of an agreed starting time or line. Teachers should plan carefully to avoid long waits between "turns" at the activity of the relay. The winners should be named promptly and correctly. Relays are so popular that pupils will choose them frequently, and the teacher should build up a program which enlarges the repertoire of other activities, thus avoiding over-dependence on relay races. The hackneyed expression, "When in doubt, use a relay," has no significance in the well-balanced program.

3. Individual Athletic Events

These frequently constitute game elements which can be performed without dependence upon other players. They include running, jumping, chinning, throwing, kicking, and similar types of activity.

4. Stunts and Contests

Stunts and contests are self-testing activities which provide for every girl and boy opportunities for matching skills; they give satisfaction and a sense of accomplishment, through challenges which foster self-confidence, poise, and initiative, and develop neuromuscular controls. They are readily learned and many can be engaged in by the pupils during home play periods. Self-testing activities lend themselves particularly well to group organization and give opportunity for pupil leadership.

For safety, certain facilities are desirable:—a turf plot, sawdust-filled jumping pit, tumbling mats, straw mats or other suitable materials should be provided. It is never wise to attempt stunts on hard surfaces.

5. Mimetic Activities and Natural Gymnastics

"Mimetics" is a term which has acquired unfortunate connotations, but which actually refers to all imitative movements, frequently those of familiar activities performed without the usual equipment. Mimetic activities are closely akin to story plays, but are more formal and precise in their movements. If taught creatively, these activities exercise the powers of quickness, alertness, observation, and individuality, and are fundamentally satisfying to the pupil. Mimetic or imitative activities are usually practicable in the classroom. Especially when used to teach the form of athletic events simultaneously to large numbers of pupils, such activities are also termed "natural gymnastics." In many instances these

imitative movements have a natural rhythm and may be used with music. The field of activities which lend themselves to imitation is practically limitless, and offers untold opportunity for creativity on the part of both teacher and children.

6. Rhythmic Activities

This phase of physical education includes fundamental movements,—walk, run, leap, gallop, slide, skip, jump, and hop; dramatic and singing games; folk dances; clog, tap, and character dances; natural dancing; modern dance, and social dancing. These activities offer opportunity for developing habits of good posture, poise, social adaptation, and self control, in addition to their contribution to vigorous activity and wholesome fun. The singing games and folk dances, which appeal so strongly to elementary pupils, have grown out of the feeling, thought, and customs of people in many countries for many generations. Even the “Big Apple” which swept the country with such enthusiasm is but a combination of folk steps and singing calls. Girls and boys alike need the cultural stimulation of participation in rhythmic activities.

IV. ORIENTATION AND GUIDANCE

A. SUGGESTIONS TO TEACHERS

The successful teaching of physical education implies:

1. The wise selection of potentially satisfying activities.
2. Artistry in teaching the essential prerequisites: mainly techniques for developing neuromuscular skills, and effective habits of meeting problem situations involving the use of such skills.
3. The intelligent practice of these prerequisites and the development of additional techniques in conjunction with activities that are meaningful to the child.

B. FUNDAMENTAL PRINCIPLES

1. The ideal program of physical education is one which offers opportunities for psychomotor activities, and not merely for exercise or "work-outs."
2. The program is natural only so long as it is consistent with known facts concerning human psychology and physiology.
3. It is important that teachers develop a sympathetic understanding of the great variance among children in personality and emotional factors.
4. "The greatest good for the greatest number" is achieved not by a single activity but by a flexible program affording experience in a well-balanced variety of challenging activities.
5. If all pupils are to derive maximum benefit from the physical education program, opportunities for participation must be equalized according to individual differences. This is a challenge to the teacher's initiative, versatility, and judgment, for no single program will satisfy all the needs of the different members of the group.
6. Pupils should be grouped according to their physical similarities rather than according to administrative convenience.
7. It is sometimes true that a pupil's greatest need is not activity in the usual sense, but an occasional rest period.
8. After a pupil returns to school following an absence due to illness, care should be exercised against the danger of over-exertion. A definitely modified program should be prescribed, ranging from complete rest to very light activity.
9. During competitive games the need for a monitor of equipment, score keeper or other official will arise. The pupil who is not otherwise able to participate should be taught to function actively in such capacity.
10. In the popular interpretation of the activity program, there is a tendency to over-rate aimless and careless play and to under-rate the joyous thrill of thoughtful work and real achievement.
11. It is desirable to preserve the play spirit in all activities. When this is lost many of the ideals perish with it. However, "all work and no play" makes Jack not quite so dull as "no work and all play."
12. Physical education activities used for demonstration or entertainment programs should always be the outgrowth of typical participation;

consequently, plans should be made sufficiently in advance to make this procedure both possible and creditable.

C. SPECIFIC SUGGESTIONS

1. Conduct classes out-of-doors when weather conditions, administrative organization, and school grounds permit.

2. Reserve the most challenging indoor activities for use on days when inclement weather prevents outdoor participation.

3. Require the removal of coats and sweaters when the activity is conducted in the classroom. In outdoor activities, this procedure should be determined by the outdoor temperature, the length of the period, and the nature of the activity.

4. Better results are achieved when seasonal activities are confined to their appropriate season.

5. All announcements and teaching explanations must be clearly enunciated in language which is simple and concise but not curt.

6. Participate at least occasionally in the play of children. The psychological effect of the teacher's interest will react to his advantage and to the educational advantage of the children.

7. Use pupil leaders to facilitate and expedite the work and to give preliminary education in right leadership.

8. Provide activities which are natural, spontaneous, and which offer wholesome enjoyment. Then let the activity be its own reward.

9. Confine "drills" to true drill in the important habits or techniques inherently related to the objectives of the activity program, with high potential carry-over values.

10. It is not easy to be a good official. When officiating in competitive games, strive to make decisions courteously, but promptly, with absolute fairness, in a clear voice, and in a spirit of comradeship. Never assume a hostile attitude.

11. Counsel children in ways of settling disputes and assist them in establishing standards of good sportsmanship and consistent habits of self-government.

12. Have definite reasons for teaching every activity, and keep in mind the objectives to be accomplished thereby.

D. SUGGESTIONS TO SUPERVISORS

1. It is the supervisor's privilege to assist and to advise superintendents, principals, and teachers in the conduct of all physical education activities and in any related procedures.

2. The principal is the key person in his school. In order that physical education activities may function successfully in a school, it is essential that the principal be as familiar with physical education plans and procedures as are the members of his teaching staff.

3. The attitude of the principal toward physical education and toward its supervision appreciably affects the attitude and work of his teachers.

4. When the work of the physical education instructional period or of the play period does not meet an acceptable standard of achievement,

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there are available to the supervisor at least four methods of professional approach:

- a. Individual conferences with principal or teachers.
- b. Conferences with the principal and any group of teachers having a common problem.
- c. Cooperative teaching, following and followed by conferences for discussion of policies and principles involved.
- d. Constructive written criticism, with evidence of activities, teaching, or administrative procedures.
5. The presence of the principal at any meeting which the supervisor holds with any group of teachers, tends to bring about a common and sympathetic understanding between principal, teachers, and the supervisor.
6. Encourage teachers to outline their problems frankly, and also to make constructive suggestions regarding the administration and improvement of the general physical education program.
7. It is usually beyond the age-level capacity of primary children to play in a group without some initial direction or to find the harmonious leadership within their own group necessary to direct and control a game, unless this is the result of a well-planned, gradual development over a period of time.
8. While good posture is a physical attainment it is frequently conditioned and invariably accompanied by a corresponding mental attitude. The reverse of this statement is equally true. Posture, therefore, becomes a psychological problem and should permeate all teaching activities. In this connection, attention is called to the further reference to POSTURE in this bulletin.

E. TO SUPERINTENDENTS AND SUPERVISING PRINCIPALS:

Because of the relationship between successful school work and the physical condition of pupils, teachers and administrators may well examine what they are doing to discover and to remedy physical deficiencies.

The following questions may help in this analysis:

1. Does the health program of the school provide for the discovery and treatment of remediable health handicaps? Does the budget provide funds for this service? Is there adequate personnel for its accomplishment?
2. Are the available extra-school facilities utilized in discovering and remedying physical defects?
3. Are the teachers prepared or taught to make the preliminary health survey of their pupils for the selection of those who need examination or re-examination by a physician? Do the teachers make this survey?
4. How complete are the health examinations given to those children who have gross uncorrected physical defects? Are the results carefully studied?
5. Do the teachers, school nurse, or home and school visitor confer with parents regarding the health condition of unadjusted or maladjusted children?

6. Are all teachers fully conscious of the relationship which exists between successful school work and the physical condition of pupils? Does the supervisory program provide for teacher growth in this direction?

7. Are the pupils guided in a growing appreciation of the relationship between success in school and physical condition? Are they taught to report promptly symptoms of physical maladjustment? Is the teacher alert for the discovery of such symptoms?

8. Is there a nice balance between home and school in the sharing of responsibility for the child's physical well-being?

Note: Negative answers should be the stimuli for immediate remedial measures by administrators in their school systems.

F. "FOURTEEN POINTS" FOR IMPROVEMENT IN TEACHING

1. In most games, the activity must be simplified so as to develop it step by step.

2. In introducing the activity, explain one point only—probably the formation. Then do this. Next, explain the first action—do this. Do each part before explaining the next. Add one rule at a time. The teacher may take the leading part at first.

3. Bring out all possible points by questioning rather than by telling. In reviewing, bring out all points by questioning. Use blackboard in explaining and reviewing.

4. Be sure routines of game and object of play are clear before introducing competition. Originate simpler games, races (preliminary to relays), achievement tests, etc., to provide needed drill. Make the physical education period an instruction or work period.

5. Play is a part of physical education precisely as it is a part of any other work period: the play spirit pervades the entire school program, as it does all life; but satisfying play can result only from concentrated effort to make performance better. Play in the more usual sense is provided during school hours by recess periods.

6. The teacher may originate simpler forms to lead to any game; the group originates more complex forms to make the activity better—more interesting, more challenging.

7. Be ready to change any activity at any time in order to better meet the situation: to help the group do better work, to help more individuals to participate, to make success more satisfying, to develop better health habits and sportsmanship.

8. Utilize the same techniques, teaching procedures, and routines in many different games in order to concentrate on better habits of coordination, self-control, thinking.

9. Add some new learning each time a game is played—concentrate on some definite objective.

10. Correct errors that have not been avoided. Teach group to criticize its own work.

11. In other fields, there is usually printed material to direct the child's thinking. In physical education the teacher does this directing by means of his comments, criticisms, own performance, or other devices.

Therefore, the physical education teacher can never merely watch; he must always instruct. Although inter-related, physical education teaching and playground supervision are *not* synonymous.

12. Individual competition may be utilized throughout the school program, provided the spirit is one of friendly rivalry and challenge, and not of personal jealousy. Personal competition, or competition with one's own self to better one's previous record, is one of the most desirable forms of competition in all grades. To make one's own performance the best it can possibly be should constitute the goal, rather than merely "beating" one's opponents. Winning should be the result, not the purpose, of effort. Team competition does not develop naturally before the latter part of the third grade. When forced prior to this time, poor sportsmanship habits invariably result.

13. Select games according to formation whenever possible so that time will not be wasted in changing from one formation to another during a short period.

14. Analyze a game from the standpoint of teaching before presenting it to the group.

G. TESTING-MEASURING-GRADING IN PHYSICAL EDUCATION

In life outside the classroom, we continually are being tested. People criticize us, pass judgment on us. All friendships are in a sense the rewards of passing "tests" in the minds of our associates, of meeting their standards for social relationships. At any moment, life experience may thrust at us a test which involves habits, attitudes, knowledge, and on which much depends. We must face not only the facts but also the results of our success or failure in these tests of everyday living. A child develops the ability to recognize his own errors and to use them as a starting point for further investigation and progress through a well-conducted testing program with openly discussed grades and adequate follow-up activity. Here indeed a true "life situation" is approximated in the classroom. The outcomes of tests and measurements in physical education should embrace the building of quality standards in this field. Unless we know these standards, are able to check our own performance, and admit our degree of success or failure in meeting such standards, we are not equipped to express in the fullest degree our psychomotor powers.

Single tests do not furnish adequate means of judging pupils, but a "battery" of tests, well-planned, and of different types, gives a composite picture of pupil ability. There are several types of tests that may be used in physical education. The practical test, in which quality of performance is the basis of judgment, is important, but should not be emphasized to the exclusion of other test forms. The subjective or essay type written test, in which there is opportunity for the expression of personal reactions and opinions stimulates the thinking of the older pupil and gives practice in evaluating, judging, and stating original conclusions. The objective test may be used in all grades, and in the field of physical education it has the same advantages it possesses in relation to any other body of subject matter; true-false, matching, multiple choice, short

answer, rearrangement, and identification questions all lend themselves to the sort of knowledge that is prerequisite to the most intelligent, satisfying participation in physical education activities.

The testing-measuring-grading program is the subject of much criticism in education today. Some authorities would advocate, particularly in physical education, that practically the entire curriculum be composed of tests. Others feel that school time is spent more profitably if, instead of giving tests, the teacher reviews previously learned material or proceeds with new work. Most of us would agree that the testing program should never supplant, but only ramify, the other learning experiences of the pupil. The most effective test will provide also a true learning situation; for while previous knowledge of subject matter is required, this will be called for in such a way that during the test the pupil develops, through actual practice, techniques of using that subject matter in new and different situations. And the entire procedure loses its undesirable concomitants when all grades are considered objectively, when there is a fine sense of proportion, and when there is no emotional bias, either in the school or in the home.

The following outline illustrates a typical practical or performance test for use in the elementary grades. The items of learning to be tested are listed at the top of the page. Each pupil is given a rating for each item, the ratings are scored numerically, and a final grade is determined on the basis of this score. The chart includes also, in addition to the explanation of the scoring system which is found in the last column, a list of possible achievement standards for three different stages of development, arbitrarily placed at the I-II, III-IV, and V-VI grade levels. A similar scheme may be worked out for any age group.

Syphilis Mortality Rate per 100,000 Estimated Population—United States and Each State¹ 1933-1941

	New England						Middle Atlantic			East North Central			West North Central				South Atlantic					East South Central			West South Central			Mountain					Pacific		
	Maine	New Hampshire	Vermont	Massachusetts	Rhode Island	Connecticut	New York	New Jersey	Pennsylvania	Delaware	Maryland	Virginia	North Carolina	South Carolina	Georgia	Florida	Kentucky	Tennessee	Alabama	Mississippi	Arkansas	Louisiana	Oklahoma	Texas	Montana	Idaho	Wyoming	Colorado	New Mexico	Arizona	Utah	Nevada	Washington	Oregon	California
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
WHITE	89.7	90.6	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	91.0	
NONWHITE	10.3	9.4	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	

Data from 1980-1986 are available as a result of a survey of incidence by location by publication not available prior to 1980. Occurrence data were used for 1980 to as old data as the last year of data available while analysis.

¹ Data not available for the population of the State. State populations not estimated by vote after 1940.

^aSource: *Statistical Abstract of the United States*, Department of Commerce, Vol. 22, 1941, Vol. 31, 1946, and Vol. 29, 1947. Rates by color: Years 1925 and 1926—Vital Statistics of the United States; 1946—U.S. Census 1947, 1 and 1946-1947 excerpted from Mortality Statistics of the United States and Vital Statistics—Special Reports. The Journal of Tropical Medicine and Hygiene, October 1947.

Notes: The downward trend of the national syphilis death rate since 1937 is based upon decreases in the rates for almost all of the individual areas. Unfortunately, this population estimate by age has not been prepared since 1940. Syphilis mortality trends after this date can be established only for the total population. The 1940 age-specific rates reveal that the South, which is considered to have the highest syphilis prevalence rate (based on 1940-41 selective serologic testing) tends toward low rates of reported syphilis deaths. Studies are being conducted to determine what factors may be responsible for this inverse relationship.

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V. PLANS AND ACTIVITY PROCEDURES

A. TO THE TEACHERS OF THE FIRST AND SECOND GRADES

Physical education is such an integral part of the entire school program that intelligent persons and interested teachers should be able to recognize its place in the school day as well as see its relation and its value in the development of each individual child with whom the school is working. The newer type of program in physical education aims to make physical education a part of life itself, therefore it must be used in life-like situations. For this reason it is difficult to say when to have physical education. It should occur in your school day when the children need it most, when the most value would be forthcoming.

In a modern primary school, the children are given many opportunities for physical activity while engaged in projects in social science, reading, et cetera. Even in a school thus organized care should be taken to see that at frequent intervals throughout the day the larger muscles are used during the so-called "relief" periods. Running or skipping about the room, vigorous story plays or games should be used at such times. Alternating periods of rest, relaxation, work and play are integrated throughout the day in a well-organized classroom.

The instructional period in physical education should aim to introduce activities in which the children will derive keen enjoyment, a maximum of physical activity, and provide social and healthful situations. Knowledge of, and skill in, and progression and passable performance in the following types of activities are also essential to the primary grades:

1. Mimetics.
2. Story Plays.
3. Fundamental Rhythms.
4. Dances and Singing Games.
5. Hunting Games.
6. Stunts.
7. Relay Races.

Teachers should use their own discretion and imagination in composing the instructional period. The place (indoor-outdoor)—the weather—the number of pupils, et cetera, are all contributing factors to your daily plan. Obviously, on a clear day the class would not remain indoors and participate in story plays. If you have the use of the Victrola twice a week it follows that those are the days to devote to fundamental rhythms, folk dancing, and singing games. A suggested general plan from an instructional viewpoint might be:

MONDAY	1. GENERAL PLAN		THURSDAY	FRIDAY
	TUESDAY	WEDNESDAY		
A. M. Games	Fundamental Rhythms	Singing Games Story Plays	Dances	Review of Learned Games
P. M. Stunts	Dances	Games	Fundamental Rhythms	Review of Learned Rhythms, Stunts, Dances

Daily and weekly programs should be planned according to season of the year, kind of weather, and *progression* of activities as well as a consideration of pupil needs and interests. For example:

2. A SPECIFIC WEEK'S PLAN (SEASON: FALL)					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. M.	Follow the Leader Squirrel and Trees	Walking Running Elephants High-Stepping Horses	Story Play Raking Leaves <i>Review</i> The Thread Follows the Needle	Chimes of Dunkirk	Review
P. M.	Rabbit Hop Crab Walk Jumping the Brook	The Thread Follows the Needle	<i>Game</i> Brownies and Fairies	Skiping Birds Flying Camel Walk	Review

3. Descriptive Story Plays

Story plays are composed of imitative actions based on the story told by teacher or composed by the children. The imitative actions are best when involving the larger muscle groups such as running, bending, swaying, jumping. The story should include those experiences close to the children's lives. A few sample story plays are given:

a. FALL

(1) *Visit to the Fair* (Original)

- Run to meet playmates who are going to the fair
- On way to the fair a band is heard—walk and beat drums, play fife, etc
- Horses are on exhibit—prancing, high-stepping, galloping, running horses
- Riding on Merry-Go-Round (bending—down and up)
- Reaching for ring on Merry-Go-Round
- Flying balloon
- Walking home—bouncing the balloons

b. WINTER

(1) *Gathering Christmas Greens* (Original)

- Walk through snow (high knee raising)
- Swing arms to keep warm
- Climb up the hill
- Stoop and brush snow from bushes
- Reach for branches
- Jumping in the snow
- Walking home

c. SPRING

- (1) *Transportation* (Original)
 - (a) Bicycling (high knee raising)
 - (b) Horseback riding (galloping)
 - (c) Automobiles (running)
 - (d) Train
 - (e) Airplanes

4. Suggestive List

The following are other suggestions. However, the most suitable ones are those devised by the children and the teacher.

a. FALL

Trip to the woods
Raking leaves
Gathering nuts, pumpkins, etc
Hallow'een
Help-mother activities
Riding bicycle hike
Thanksgiving story

b. WINTER

Snow activities
Skating
Toy's jubilee
Christmas visits
Stories of Lincoln
Stories of Washington
St. Valentine's

c. SPRING

Baseball game.
Airplanes.
Animal activities.
Water sports.
Making garden activities.
Flying kites.

5. Rhythmic Activities

Dancing as a means of self-expression has been used from the time of primitive man. From that time to this, man has expressed himself by means of rhythms and dancing. The movements used have been natural to him. They include walking, running, jumping, leaping, and the like. These natural actions form the basis of movement, hence the term "fundamental." Fundamental rhythms are applicable to all ages in man's development and to all periods in the individual's growth, with a few periods more pronounced than others. These periods of pronounced adaptability to fundamental rhythms are the earlier periods of childhood, the preschool, and the primary years in school. The urge for activity is evident throughout the individual's entire period of growth and develop-

ment, but nature seems to have this urge a little stronger in the preschool and elementary school ages. Combined with the urge for movement is the impulse to perform movements in rhythm. Combined with these two urges is a desire for creative self-expression to satisfy curiosity, and to use the imagination. No teacher who understands these periods of childhood should be willing to pass up the opportunities inherent in the teaching of rhythmic activities. Rhythmic activities for primary grades take the form of (1) fundamental rhythms, (2) dances and singing games.

6. Fundamental Rhythms

Some fundamental movements are:

- a. Walking
- b. Running
- c. Skipping
- d. Jumping
- e. Hopping
- f. Bending
- g. Pulling

...

Because of the type of movement involved the movements are suitable to various tempos in music, for example:

Walking— $2/4$ and $4/4$

Running— $3/4$ and $6/8$

Bending— $3/4$

Skipping— $2/4$

The piano, victrola, and radio are best suited to the rhythmic lesson. However, do not give up the teaching of rhythmic activities if none of these is available. They may be taught to the beat of the drum, tom-tom, clapping, singing et cetera.

Throughout the teaching of these rhythms the creative idea should be borne in mind. If light running suggests fairies then let them all be fairies; if the slow march suggests elephants let the child satisfy his curiosity by "putting himself inside" of an elephant and actually performing as he thinks an elephant does. At all times in imitative rhythms have the children imitate the animal as correctly as possible.

A few suggestions follow:

1. Walking—fast—slow—on toes—on heels
2. Walking—to phrasing of music (grade II)
 - a. Elephant walk, camel, bear, ducks, dolls, Indians, et cetera
3. Running—fast—slow—change direction on phrasing of music (grade II)
 - a. Fire-horses
 - b. Fairies
4. Skipping by twos, threes, and the like
5. Galloping horses
6. Jumping on toes—bouncing
7. Sliding
8. Whirling
9. Throwing—imaginary balloons, and the like

10. Swaying

Combine some of the above into an original story and let the children work out ideas and dramatize to music, for example:

A little girl is skipping in the woods picking flowers—she hears a noise—stops and listens.

A big brown bear is lazily walking through the woods looking for berries—he says “woof”—

The little girl continues to look for flowers—hears the “woof”—walks very cautiously looking for origin of noise—

All at once the bear sees the little girl—stops, looks at her, and goes running off in opposite direction. The little girl is surprised but watches him run off, then runs herself in opposite directions.

B. TO THE TEACHERS OF THE THIRD AND FOURTH GRADES

If the activities in your classroom are governed by the aim of the development of the whole personality of each individual child, then physical education will not remain as just an “extra” subject to teach but will become so much a part of your school day that its absence at any time will be noted by both teacher and pupil. In this “whole development” of the child the physical development will continue in spite of you, but *how* he will develop is a matter for you to determine and for which you are responsible. In the third and fourth grades the *how* of this development should take the form of right attitudes toward working and playing with the group. The beginning of a number of game skills which will lead to a pupil becoming a fairly acceptable player in a number of games in secondary school, college, and in adult life, the dancing of folk dances for sheer enjoyment here and now, the continuation of development in fundamental rhythms, and the development of ability to perform stunts and carry on self-testing activities play a part in this “whole development.”

To gain the above mentioned objectives in the *how* of his physical development, the following activities are recommended:

1. Fundamental rhythms
2. Folk dancing and singing games
3. Stunts and self-testing activities
4. Games
5. Hunting games
6. Relay races
7. Stunts
8. Athletic games

1. Fundamental Rhythms

Continuation of the rhythmic activities taught in grades I and II, with special emphasis on musical phrasing, such as changing direction when phrase changes, running forward and backward, sideward, in place and the like. The recognition of types of music, for example; this is skipping music and walking music. Continuation of original composition and creations into dance patterns.

To these fundamental steps learned in first and second grade add:

Leaping

Sideward gallop

Step hop

Slide

Heel and toe polka

Polka

VI. ADAPTIVE PHYSICAL EDUCATION

A. ACTIVITIES

In reality, all physical education should be adapted to the individual. At best, texts and courses of study are only guides. The teacher must use his judgment in adapting recommended programs to his pupils. However, the term "Adaptive Physical Education" is coming to be known as designating the adaptation made in the regular physical education activities to atypical cases. The adaptations are grouped into four categories: corrective, restrictive, modified, and rest.

The mental hygiene factors intimately related to almost all types of physical defects and deficiencies cannot be overemphasized. Children suffering such conditions are sensitive, if they are, or are made conscious of them. Obviously, there is little need of calling a pupil's attention to his abnormality if it cannot be remedied. Basic to any adaptive program is the constant employment of the principles of mental hygiene. The emphasis should be upon improvement and the possibility for progressive improvement if there is such a possibility. In those cases where little improvement is possible, emphasis should be made constantly upon the specific things which the individual *can* do in life, not upon those things which he cannot do. All "adaptive" cases should be encouraged to maintain social contacts, continue those physical activities that are beneficial, and become vitally interested in projects in which they may objectify themselves.

1. Corrective Activities

Physical education activities designated as "corrective" are for the purpose of correcting physical defects and deficiencies that are correctable by means of special activities. Examples of such defects and deficiencies are: abnormalities of the foot, abnormalities in posture, muscular deficiencies, constipation, dysmenorrhea, orthopedic lesions, such as wry neck and wedged vertebrae; dislocations, sprains, and fractures. Corrective physical education has too often been limited to a few exercises designed to improve posture or flat feet. As important as this work is, such attempts hardly scratch the surface of the problem. No teacher of physical education should attempt a corrective program without special preparation and without conducting the program under the guidance of a licensed physician.

2. Restricted Activities

"Restricted activities" refer to those that are limited in intensity, duration, and scope. Restricted activities are designed to meet the needs of pupils selected during the health examination as individuals who may take physical education to a restricted degree. Examples of defects or deficiencies which usually assign pupils to restricted physical education are: pupils with certain types of heart ailments, post-operative cases, pupils suffering from nervous instability, malnutrition, certain postural defects, and lack of general muscle tonus.

The restricted physical education program is usually considered as a step between the corrective and modified physical education programs. It should be remembered that the restriction is one of intensity, duration, and scope.

3. Modified Activities

Some pupils can participate with benefit in many but not all of the activities in the regular program. These pupils are considered better adjusted when assigned to the modified program.

If a special class of pupils is conducted in the modified program, the teacher must modify many activities so that they are beneficial to the group. Boys and girls who are physically under-developed also may be placed in the modified program. Obviously, they are not prepared to participate with pupils who enjoy normal development. The modified program is a step between the restricted and regular physical education programs.

There is considerable merit, particularly from a mental hygiene point of view, to the plan of having pupils who are in the modified program report in the regular physical education classes, even though there are special classes for corrective and restricted physical education. The teacher must be ever alert to the special needs of these pupils and the limitations of their abilities.

B. CLASSIFICATION

If all pupils in a given grade were similar, classification would be unnecessary. However, the findings of science continually emphasize the differences between children, rather than their similarities. The teacher of physical education at the junior and senior high school levels should be intimately acquainted with the findings of adolescent psychology regarding the physical, mental, and social characteristics of boys and girls. Each of these characteristics at the various age levels should indicate certain implications in the method or content of physical education.

Pupils vary not only in their interests but in their basic needs, abilities, capacities, peculiarities, and backgrounds in physical education. Some pupils are handicapped structurally or functionally for participation in the normal program of physical education because of heredity, diseases, or accidents. Pupils vary in their functional adjustment for, during, and after physical activity. Pupils of the same age vary in their anatomical and physiological maturity, their needs for bodily growth and development.

Beginning with the onset of puberty the general program of physical education is divided according to sexes. Although many activities remain interesting and appropriate to both sexes, the type and intensity of participation should be made different. The differences in the anatomy and physiology of the two sexes, after puberty, indicate such differences.

Classification of pupils in physical education is necessary for health protection, safety, and to facilitate learning and teaching. Classifying pupils into classes is impracticable in most situations. The physical education teacher, therefore, should classify pupils within each physical

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education class. It is suggested that the physical educator attempt to gain the cooperation of the school administrator in rectifying the condition wherein a large number of pupils representing several grades and therefore a wide age range, are placed into one physical education class.

The first basis for classification should be the results of the health examination. Pupils who receive ratings of "C" and "D" in the health examination should not receive the same type or intensity of program as do those with an "A" or "B" rating. Ratings of "B," "C," and "D" suggest certain pupil needs, as prescribed by the school physician. These needs may be modified, restricted, or corrective activity. The need may be periods of rest and relaxation. The individuals may demonstrate nutritional or functional needs. The results of the health examination, together with understanding guidance from the physician in indicated cases, should form the initial basis for selecting a program of physical education for all pupils of "B," "C," and "D" ratings.

In many situations it is impossible at the present time to establish special classes for pupils with special needs as indicated above. In fact, there may be certain mental hygiene implications that indicate the practice of having pupils of even "C" and "D" ratings report with the other members of their class. This of course assumes that the class is organized on a basis wherein each squad or two is assigned to a different activity with a squad leader in charge. Such a plan enables the teacher to move from group to group. It enables the "special" pupils to participate in their special activities less conspicuously. It enables the teacher to make certain that the "special" group keeps within the range of activities prescribed for them. This plan further assumes that the class is not so large that it is humanly impossible to supervise the work of all squads, particularly the "special" group.

On the other hand, there is much to be said for special classes for those pupils for whom the physician has recommended special programs of physical education. Some "special" pupils are exceedingly sensitive of their defects and deformities. To place them in classes with their classmates would be exceedingly embarrassing—at least at first. The "special" class plan also enables the teacher to give much needed personal attention. The "special" class plan assumes that no stigma is placed upon the class or its members. Any teacher of physical education who teaches a special class or group must be ever aware of the principles of mental hygiene.

The second basis of classification applies to those approved by the physician for the normal program of physical education. This second basis consists of two steps. First, the pupils should be classified according to vitality, strength, endurance, body-build, and age. Formulae for computing this estimate in numerical terms have been constructed by Rogers, McCloy, McCurdy, and Cozens. Others have devised tests designed to measure "general" ability in skills. Such tests save time in arriving at an *estimate* of a pupil's ability in skills. However, skills, and coordinations are specific. Some pupils are very proficient in many skills and coordinations. Such tests tend to discover such pupils. These tests should be used as guides. At the same time the teacher remains alert to

the pupil whose ability in performing some activities is low and in others high. A pupil may be placed in one classification in a certain group of activities and be placed in another classification in another group of activities, if his abilities so indicate. This assumes that his performances in the second activity are obviously far above or below the group in which he was first placed. Classification, therefore, should be flexible, if it is to meet the purposes and values ascribed to it. It is suggested that for the average class there need not be more than two or three groups, classified according to their abilities in skills. Since neuromuscular coordinations is the basis of performance in skills and since neuromuscular mechanisms are believed to be inherited, the teacher should in no way regard or refer to pupils classified in the lower groups in a derogatory manner. On the other hand, coordinations and skills are acquirable, within limits. Consequently, every method and measure should be brought to focus in stimulating, encouraging, and motivating pupils to improve. This is one reason why the classification plan should be made flexible. Such a plan makes adjustments to the pupil's actual abilities in activities, and it also recognizes improvement.

It is understood that the physical education program should be adapted to the groups resulting from an intelligent classification. Obviously, pupils of subnormal body-build, strength, and vitality are not prepared to participate to the same intensive degree in the same activities as normal pupils. Similarly, pupils of low-order coordinations cannot be expected to perform all the activities engaged in by the well-coordinated pupils.

C. CORRECTIVE ACTIVITIES*

The group of students classified as "C" should be given opportunity for correction of the specific defect disclosed, but at the same time it should have opportunity to develop a variety of usable activity skills for both present and later life use.

1. Corrective Equipment

In smaller schools it is often impossible to provide either a special teacher or adequate corrective facilities. Under such conditions a substitute procedure may be used in which a centrally located, well-equipped, corrective center is provided either within a city for use by different schools or at some central point available to several school districts who jointly support it and have access to it. The problem here, of course, is chiefly one of transportation.

2. Corrective Teachers

Elaborate equipment is probably not necessary or even desirable in most situations. A child should be taught activities that can be used at home and elsewhere since the school cannot devote enough time to secure effective results.

It seems quite essential that ultimately all elementary classroom teachers should be educated to handle both normal and corrective aspects of the physical education program under the guidance of expert super-

* La Porte, Wm. R. The Physical Education Curriculum. The Caslon Printing Company, Los Angeles, California. 1937.

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visors and physicians. All secondary school physical education teachers should be educated to handle ordinary corrective cases. For obvious reasons, however, the most effective corrective results can be secured on the elementary level, if the right kind of leadership is available.

In cases where home support is difficult to secure, parents should be encouraged to attend the examination and have pointed out to them the children's defects and the possibilities of improving them. Much of the success of the work will depend upon follow-up and encouragement from the home.

3. The Corrective Stigma

So far as possible the student should not be stigmatized as a defective. For this reason some objection is raised to the use of the term "corrective," and substitute phrases are used such as "restricted," "special," or "individual gymnastics." So far as possible, in addition to the specific corrective work, a normal program should be made available for the child, including sports and games in which he is capable of participating without injury.

The emotional values of enthusiastic participation in recreational games should never be denied the child simply because he has a defective condition. Perhaps more damage has been done psychologically by extreme emphasis on corrective work than has been accomplished physically or physiologically. The child's attention should be directed away from his handicap so far as possible with the emphasis on the pleasure of participation. The correction should be pointed out as a means of making it possible for him to participate more successfully.

4. Classifying and Scheduling Corrective Cases

In the actual class instruction situation, particularly in small schools where many have to be handled by one teacher, it may be necessary to group them according to major needs where those with a given defect such as flat feet may be taught together. Group exercises can be devised whereby classes of from fifteen to twenty-five can be handled effectively. The squad method may be used, in which pupils with common defects assist each other under the close supervision of the teacher. In some cases specific individual attention may have to be given to certain ones.

Corrective cases may be classified under the headings of (1) nutrition (over and under weight), (2) poor posture, (3) weak and flat feet, (4) functional and organic heart conditions, (5) hernias, (6) infantile paralysis, and other crippling conditions, (7) neurasthenia or nervous instability, (8) menstrual and endocrine disorders.

D. POSTURE

The justification of posture education on a health basis has yet to be proved. The scientific evidence that good posture is of measurable value to one's health is inconclusive and contradictory. There are also differences of opinion as to the standards of "good" or "correct" posture. Certainly there is wide disagreement as to the best teaching methods in posture education. Furthermore, no instrument for measuring good posture has yet been developed.

On the other hand, no one has denied the importance of orthopedic services for those exaggerated cases of posture which obviously deviate from the normal. The diagnosis and treatment of such cases should, of course, be placed in the hands of an orthopedist or a certified physician.

Although posture education for normal pupils cannot be scientifically justified on a health basis, probably no authority objects to its being included in the physical education program for certain other reasons.

First, posture education gives the pupil the idea of carriage, poise, and grace while performing such ordinary life activities as walking, standing, and sitting. By means of pertinent examples, it is easy for the teacher to point out the values inherent in maintaining "good postures," for example, in such matters as job-getting, leadership, and acquiring the appearance of alertness and confidence.

Second, it has been established that there are relationships between mental and emotional states and postures. Depressing, discouraging, disastrous events in a pupil's life are apt to reflect themselves in his postures. The reverse is also true, the confident, happy pupil who feels he "belongs," who is assigned activities and responsibilities in accordance with his abilities and successfully carries and pursues them, is apt to reflect the resultant mental and emotional states in his postures. It is also understood that forcing one's self to maintain a "good" posture when "things go wrong" is one step in helping to eliminate the feeling of depression and discouragement.

Third, it also has been established that nutrition is related to the child's postures. This is one index which is fairly reliable in discovering children whose diets are radically inadequate or improper.

Fourth, maintaining "good" postures can be justified on a purely esthetic basis. Most youths can be motivated in posture education by reference to the beauty and appearance of their physiques. Most adolescents are basically interested in possessing fine physiques.

On the other hand, the term "posture exercises" infers that by taking certain exercises a "good" posture will automatically result. The teacher conversant with anatomy, physiology, and body mechanics knows that such exercises would have to be conducted vigorously enough and long enough each day to counteract all other daily activities and habits that militate against "good" posture. The point is that the pupil himself must be stimulated to strongly and consistently *desire* what the teacher regards as "good" posture. It probably is not an exaggeration to say that when good mental hygiene prevails within the school, when there exists a healthful school environment, and when sufficient opportunities for healthful vigorous physical activity are provided, the problem of posture for most children is almost solved.

It is not fully taken care of because: *first*, there may be a few non-orthopedic cases that need the special attention of the physical education teacher; *second*, many a child needs to be artificially placed in positions regarded as "good" postures so that he "gets the feel;" *third*, the school environment may be healthful but an occasional classroom may be an exception. The classroom teacher who is unobservant and careless in such cases as poor eyesight, poor hearing, who permits a

pupil to sit for long periods in one position, and who does not plan a sensible balance between quiet seat-work and ambulant work, is likely to have pupils with non-orthopedic but slovenly postures.

The non-orthopedic posture cases deserving individual attention need two types of correction. Usually special forms of motivation are indicated and second, special activity may be necessary. In almost all such cases, ingenuity on the part of the teacher will result in the selection of a type of activity which is meaningful to the child; for example, practicing a skill used in an activity in which the pupil is very much interested.

During the child's most rapid periods of growth the average teacher seems to be unusually conscious of the child's "bad" posture. The junior high school youth, therefore, is subjected to considerable posture education and "posture exercises." A good deal of this concern and alarm is needless. The rapidly-growing youth is well-marked for his lack of coordination, his inability to make body parts do what he wants them to do at the "proper" time. It is not surprising that he finds it difficult to stand, walk, and sit in a poised, graceful, balanced manner.

Since this is true it is all the more important for the teacher to stimulate a desire for "good posture" and also to seek to control the contributing factors essential to "good posture," such as a healthful school environment including proper balance between work and play, rest and relaxation, proper seating and lighting, a satisfactory and sufficient diet, a proper amount of rest, comfortable clothing, and we add—an *understanding* teacher who is conscious of the mental hygiene of her classroom.

1. Basic Statements

The teacher will find the following basic statements helpful in her understanding of the problem:

1. Good posture expresses pleasing physique and potential energy, along with a reasonable measure of self-respect and self-confidence. It allows and in a large measure results in (a) the vital organs maintaining their correct relative positions, with consequent adequate blood and nerve supplies and sufficient space for functioning, (b) free and unhandicapped growth, (c) an alert, easy, graceful manner of moving, with a conservation of nervous and muscular energy, and (d) a confident and buoyant outlook.

2. Poor posture, on the other hand, suggests physical weakness, fatigue, weak will, and lack of self-confidence and courage. Apart from the matter of appearance, it is uneconomical of energy. It takes considerably more nervous and muscular energy to stand badly habitually than to stand well. One of the common results of bad posture is a contracted flattened chest, and a protruding abdomen which encourages increased susceptibility to respiratory diseases and to poor functioning of abdominal and pelvic organs.

3. Posture is influenced by many factors, most important among which are (a) health habits, especially those related to food, sunshine, exercise, rest, and clothing; (b) muscle tone, which is the result largely of proper health habits, and (c) habitual walking, standing, sitting, and laying positions. Mental attitudes are both responsible for, and the

result of, physical conditions in the body, and environment. To be sure, illness and physical defects are responsible for many cases of poor posture, but in this discussion we are concerned primarily with the average person who is not affected by these contributing influences.

The Division of Health and Physical Education has prepared the following outline of relief exercises for the elementary grades much of this outline is to be used in the "between lesson period," as time may permit. The exercises are to follow one another in rapid succession, with the classroom windows open.

1. Rise on toes and raise arms slowly foreupward, stretching as high as possible. Return. Repeat two times.

2. In the standing position, relax the muscles of the neck and the spine and bend the trunk foredownward. With the trunk relaxed in this position, bob it up and down three or four times over a distance of five or six inches. Raise the trunk. Repeat two times.

3. Place the hands on top of desk or chair. Bend the knees deeply and immediately return. Repeat rapidly several times.

4. With the feet four or five inches apart, retract the abdominal wall as far as possible. Hold this position a few seconds and then relax. Repeat four times.

5. With arms at the sides, inhale deeply with chest raising. Exhale. Repeat several times. During this exercise the head should be held erect, but stiffness and exaggerated posture must be avoided.

6. With the feet about eighteen inches apart in a side stride stand and the arms at the sides, bend the trunk from side to side in slow rhythm, reaching downward with the hand on the side toward which the trunk is bending.

Extreme cases of pupils with poor posture should be referred to the school medical inspector so that the cause of faulty posture may be discovered in each case. The diagnosis should be followed up by a notification to the parents. The teacher should bring special cases to the attention of the supervisor of health and physical education.

VII. THE PHYSICAL EDUCATION PROGRAM IN OPERATION

A. SPECIFIC OBJECTIVES

1. To promote organic vigor and physical fitness through motor activities.

2. To teach recreative skills so as to contribute to education in the worthy use of leisure.

3. To assist the individual in making a harmonious adjustment to the social world, to teach those significant lessons of the play-field conducive to more harmonious living with fellowmen—in a word, to educate in socialization.

B. GUIDING PRINCIPLES

1. Regular Class Period

a. All classes should be arranged, as nearly as possible in homogeneous groups and divided into squads with a leader for each section. In this organization many things can be accomplished efficiently such as roll call, team competition, practice in skills, testing, and the like. By changing these leaders at certain intervals all pupils will have the opportunity to act both as leaders and followers. A good follower gets an early chance to lead.

b. This period should be a teaching period not merely a period of free or supervised play. A part of it should be devoted to the teaching and practice of games and athletic skills.

The best results may be obtained if the class takes part in the activity first and follows with instruction on the skills that make up the activity. It may be helpful occasionally to use individuals for demonstrations of athletic skills.

C. RECESS AND LUNCH PERIODS

These periods should include the activities which pupils enjoy most. They allow the pupil to take part in the activities that have been taught in the regular class under proper leadership.

D. SEASONAL AND GRADED ACTIVITIES

1. The pupils should participate in a reasonably large number of different activities. Some degree of proficiency should be expected so that the pupils may choose wisely those activities which they enjoy most and those in which they are most likely to succeed.

2. There are many activities suitable to a well-balanced program of physical education. In this bulletin there will be found charts which give teachers a basis upon which to select activities.

E. INTRAMURAL PROGRAM

The aims of the intramural program embrace those of the entire physical education curriculum; namely education in leisure, organic develop-

ment, and social adjustment. This program brings both boys and girls the wholesome benefits of vigorous competition and affords the great mass of students an opportunity to participate. To be far-reaching, the program should include individual activities as well as team games. The principle should be: Purposeful instruction in a wide variety of activities.

F. CONDUCT OF PHYSICAL EDUCATION PROGRAMS

There are three important periods in the organization of the physical education program.

1. Instructional period
2. Relief period
3. Supervised play periods

**Instructional period.* This is the period usually required by law, and should be exclusive of noon and recess periods. It should be programmed daily as one period coming either in the morning session or in the afternoon. The division of the period into two periods destroys its usefulness for instructional purposes. It is the period when new types of activity are taught and practiced. The teacher takes the initiative and actually teaches the graded material which is to be practiced in the other play periods. The instruction should be scheduled definitely, the attendance of pupils regular, and the attitude full of purpose and enjoyment. Competition should not be the primary factor during this period, or the timid and poor performers will quickly lose interest. The teacher should explain to pupils that the purpose of the period is to learn the game and develop habits of good form in skills.

Relief periods. A relief period of two minutes in length should be given when needed. The purpose of these relief activities is to counteract the ill effects of sitting long periods at school desks, stimulate the vital organs, relieve fatigue, equalize and stimulate circulation, give postural change, exercise the large muscle groups, and give mental relaxation. The activities used should be those previously learned during instructional periods. Running in place, running around the room, running around the schoolhouse, mimetic exercises, short games, and story plays are well adapted to furnish relief. Formalized exercises to command are fatiguing and should not be used. The following points should be kept in mind:

The activity should be conducted by the regular class teacher.

If the class remains in the schoolroom, windows should be opened during the period.

No time should be wasted in getting class into action.

Coats and wraps should be removed before exercise.

The activity must be vigorous in type to be effective.

Supervised play periods. The periods before school, morning recess, noon, afternoon recess, and after school should be considered as physical education periods, and require constructive leadership and supervision by teachers. These periods offer an opportunity to extend the educational

* Neilson and Van Hagen. *Physical Education for Elementary Schools*. A. S. Barnes, N. Y., 1929. pp. 8-9.

influences of the school into the play life of the child. The child here has the chance to practice the activities which are taught in the instructional period. Children need a great deal of vigorous activity for growth and development, and need definite supervision of the right kind in order that their activities may contribute to their improvement. Intramural athletics should be emphasized in these periods.

G. THE ORGANIZED RECESS

This should be an organized play period under the direct supervision of the classroom teacher. This organized recess makes provision for all the children and eliminates full possession of the play space or activity by the active few and cares for the groups who would ordinarily just "hang around." It would provide suitable activities for the group fitted to their needs and conditions. It would provide variety which in turn would be reflected by the children in their behavior and wholehearted participation.

The technique involved in teaching and planning of physical education activities is the same as in any other teaching situation. The program should be planned by season, month, week, and day. The teacher should know the activity thoroughly before attempting to teach it. All preparations for the activity should be completed before attempting to teach. Much of the preliminary preparation can be done in the classroom, such as a clear explanation of the main points of the activity, the selection of group formations, instructions to squad leaders, selection and marking of the playground space, and the provision for the necessary equipment. The children are usually most anxious to have the teacher take part in the activity, and the teaching should be by suggestion rather than by coercion. If the event is going poorly, stop it; iron out the difficulties and then start it again. This period should be one of the joyous big-muscle activity, happy comradeship, and throughout all—a spirit of play.

1. Suggestions

a. Equipment:

Such school and personal equipment as may be needed to carry out the plan of the various programs must be at hand in good condition; whistle (teacher's), measuring and timing equipment, scoring and record taking pads, game and activity equipment.

2. Incentives

Bulletin board with the most important items posted thereon such as the program, names of squad leaders and squad membership, the results of team games, the standing of the teams or members in any measurable activity, and other instructions delegating all passable tasks or details.

3. Squad or Team Membership

There should be a permanent organization of the class into squads or teams under the direction of squad leaders. This may be done by selection of teacher or by choice of the team captains. Each team should have a name, captain, squad leader, and manager with specific duties.

H. THE CONDUCT OF INSTRUCTION

1. Plan your work, work your plan.
2. Follow definitely a daily, weekly, monthly, seasonal program.
3. Adapt your programs for the indoors as well as the outdoors and be sure that all the conditions are hygienic.
4. After arranging programs and selecting activities study each teaching unit in order to determine whether it was clearly stated and whether all the essential points were covered.
5. Guard against fatigue.
6. Emphasize proper health habits.
7. Grade your pupils. Use pupil leaders, use squad formation.
8. Have all necessary equipment ready before class begins. Start on time.
9. Create pupil leadership and response.
10. Organize and guide but do not dominate. Enter into the spirit of the activity.
11. Always have in mind your objectives and outcomes.
12. Stress sportsmanship values.
13. Do not permit profanity, cheating, or bullying.
14. Keep a record of all pupils' achievement and activity.
15. Select and adapt activities for the physically handicapped pupils.
16. Teach children to obey the rules of the game.
17. Instruct pupils to use the apparatus properly.
18. Adapt and change games to meet immediate conditions.
19. When interest lags change players, increase the number of runners and chasers, or change to a new game.
20. Get into immediate action, change mistakes later.
21. Select games with inexpensive equipment and supplies.

I. CRITERIA FOR THE SELECTION OF ACTIVITIES*

1. The activities included in the program must occur frequently in the daily lives of most individuals.
2. The content of the program must be such that it is not provided satisfactorily by other agencies outside the school.
3. The activities included in the program must be such as to occur frequently in the daily lives of most individuals as they should live during adulthood.
4. The content of the program must be within the range of experience, interest, ability, and capacity of the pupils so that they can achieve a reasonable degree of success.
5. The activities included in the program should be the ones of the greatest relative value.
6. The number of activities included in the program must be relatively small so that a few valuable activities may be taught intensively rather than treating superficially many activities.
7. The activities included in the program must be such that they can be graded.

* Sharman, Jackson R. *Introduction to Physical Education*. A. S. Barnes, N. Y. 1934. p. 10.

8. The activities included in the program must be such that a maximum correlation with other subjects is possible.
9. The activities should provide desirable and wholesome contacts with other people.
10. The activities should lead to other worthwhile activities.

J. SAMPLE LESSON PLAN FOR GRADE III

1. Playground Games for Repertoire and Self-Direction*

Major Objective: Ability to learn games to be played during recess and after school hours.

Minor Objective: Ability to be courteous and to consider the rights of others by getting into formation quickly and orderly.

Activities

- (1) Skip around a designated object such as a stool, ball, etc. Object is placed about thirty feet from starting line. Possibly class in four lines; first one in each line skips around stool, tagging off second in line.

- (2) Statues. Arrange players along a starting line, leader standing on finishing line, with back to players.

Note: Let the children suggest methods of varying locomotion to the finish line.

- (3) Crows and Cranes. (Commonly called Black and Blue and Black and White.) Line up on two lines, about three feet apart. Face each other. First try standing with toes on the line. Second, stand with one foot ahead of the other. Discuss which makes for a faster start.

Outcomes

- (1) Organic stimulation.

Skill—Ability to:

- a. Skip on the toes.
- b. Use the arms vigorously.

Knowledge

The body is made stronger and healthier through exercise.

- (2) *Skill*

Ability to respond to signals quickly.

Knowledge

- a. To succeed in the game, listen well to the "it" player.
- b. Game can be played with three or more players and in a fairly small area.

- (3) *Skill*—Ability to:

- a. Chase and tag an opponent.
- b. Respond to signals quickly.
- c. Get back into position quickly and orderly.

Knowledge

- a. Boundaries may be made with dry lime or by drawing lines with a sharp stick, or with chalk if indoors.

* Baker, Warnock, Christensen. Graded Lessons in Fundamentals of Physical Education. A. S. Barnes and Co., N. Y. 1938. P. 87.

- b. When drawing base lines, mark them at least twelve feet from fence or wall.
- c. Recognition of safety value in having the goal areas at least twelve feet from the fence or wall.
- d. A faster start may be made by standing in the forward-backward stride position.
- e. If one listens well to the signal he is less apt to be caught.
- f. Getting back into formation quickly will give all more time to play.

Attitude

- a. Desire to get into formation quickly and orderly.
- b. Desire to listen well.
- c. Appreciation of its use as a playground game.

K. SAMPLE LESSON PLAN FOR GRADE IV

1. Fundamentals of Balance and Change of Direction*

Major Objective: Ability to discover that standing with the feet apart helps one to maintain balance.

Minor Objective: Ability to apply the above factor of balance to representative activities.

Activities

- (1) Run around the room stopping on whistle.

Outcomes

- (1) *Skill*
Ability to maintain balance after stopping suddenly.

Knowledge

- a. The faster the speed the more difficult it becomes to stop quickly and retain one's balance.
- b. Stopping with one foot ahead of the other aids in keeping balance.

Organic stimulation

* Baker, Warnock, Christensen. Graded Lessons in Fundamentals of Physical Education. A. S. Barnes and Co., N. Y. 1938. p. 167.

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- (2) (Girls) Weather Vane.
a. Do it first with the feet together.
b. Then with the feet apart.
(Boys) Wrestler Hold
Wrestler.

- (3) Fox and Geese. Squads organize own games selecting a suitable play area.

Activities

- (4) Top. Try landing with feet together and then with feet apart.

- (5) Red Light.

- (2) *Skill*—Ability to:
a. Maintain balance during the stunt.
b. Force the opponent to move one or both feet from place.

Knowledge

Better balance will be kept if one stands with feet about shoulder width apart.

- (3) *Skill*—Ability to:
a. Maintain balance through landing with feet apart.

Outcomes

- b. Prevent "Fox" from catching the "Goose."

Knowledge

Balance is improved by standing with the feet apart.

- (4) *Skill*—Ability to:
a. Maintain balance through landing with feet apart.
b. Spring turning to the right or left.
c. Make a complete turn.

- (5) *Skill*
Ability to maintain balance after stopping quickly.

Knowledge

Stopping with the feet far apart helps to prevent one from taking an extra step, thus being caught moving.

Attitude

- a. Appreciation of the value of a wide base in maintaining balance.
b. Honesty in returning to starting line when foul occurs.

L. RURAL SCHOOL PHYSICAL EDUCATION

1. Suggestions to Teachers of Rural Schools

This bulletin is intended for all elementary teachers including rural school teachers.

Too many teachers in rural schools abandon physical education with the excuse—"My pupils walk approximately two miles to school every day; therefore, physical education is superfluous in my school." This reasoning might be accepted if the only purpose of physical education were physical exercise, and yet walking is but one form of exercise. However, modern education recognizes the inherent possibilities in physical education activities as an integral factor in the development of the whole child.

Physical education contributes to the development of the whole personality by providing activities in which the pupil can feel a sense of achievement. The activities must therefore be graded and suited to his abilities. A feeling of success, of having done one thing well, does more toward the development of a healthy personality than walking two miles to school for eight years.

A well-chosen program of physical education activities offers opportunities for each child to be a member of at least one team, to play with a group and contribute his share toward the winning or losing in a common cause—the game.

A teacher of a rural school fails in certain respects unless he provides each of his pupils an opportunity to achieve some of the following objectives: The opportunity to lose oneself in some activity that is all absorbing, the opportunity for vigorous activity which stimulates the vital organs and contributes to general well being, and the opportunity to meet problems and to solve them. To do this the teacher must begin with a thorough understanding of each individual child, his present physical condition, what he should be expected to achieve each year in the way of physical growth, mental maturity, and social consciousness. He must see that the environment both in the school and on the playground is a healthful one.

The activities listed and described in this publication should be adopted by the rural teacher to its appropriate grade placement in the particular school.

2. The Playground

If no playground space is available around the schoolhouse, obtain the use of the nearest vacant lot or field. If the play space is not level, procure the assistance of the P.-T. A. in having the ground leveled. See that space is free from stones and other obstructions. Locate the playground away from the highway or main road. Some shade trees are an asset if they are located around the edges of the playing space. Locate a play area for small children where batted balls by older groups will not be a menace to their safety.

3. Simple Equipment for Rural Schools

- a. Bean bags are simple to make and afford a great deal of pleasure when used by smaller children in tossing games—throwing for distance, throwing at a target; also in relay games for older children. An older girl can take the covers home and wash them occasionally, refilling and sewing on covers.

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- b. Targets for accuracy may be made from a board twenty-four inches by twenty-four inches with a hole cut or painted in center. A small box may be nailed in center of board and children attempt to throw bean bags in this.
- c. A small jumping pit may be made on playground by removing a small amount of dirt and filling with sawdust or sand.
- d. A low turning bar may be built for younger children or a short ladder propped against side of school building for climbing and hanging. In both cases this equipment should be over sand or sawdust pits.
- e. Home plate for baseball should be sunk in and level with the ground permanently. Other bases may be permanent or temporary to suit situation.
- f. An indoor baseball and bat should be included among the first equipment purchased. If this cannot be done, some children may bring their own from home and share their use with schoolmates.
- g. A first-aid kit, filled and ready for use should be in every school. The older children should be instructed in the use of the first-aid kit, and its use should be practiced by them.

VIII. PROGRAMS AND SCHEDULES

A. CURRICULUM CONTENT*

1. Program for the Primary Level (Grades 1-3)

a. Rhythmical Activities	25%
Farmer in the Dell, Looby Loo, Mulberry Bush, Chimes of Dunkirk, Old Roger is Dead, The Swing, The Carrousel, Jolly is the Miller, Oats, Peas, Beans, etc.	
b. Mimetics and Story Plays	20%
Animal imitations, mechanical imitations, athletic imitations, driving automobile, circus, nutting, firemen, cow-boys, gathering wood, aeroplanes, etc.	
c. Hunting Games	20%
Cat and mice, Jack be nimble, squirrel in trees, cat and rat, hound and rabbit, midnight, lame fox and chickens, etc.	
d. Relays	15%
Cross over relay, bean bag passing relay, stoop and stretch relay, eraser relay, tag the wall relay, etc.	
e. Stunts and Self Testing Activities	10%
Duck walk, rabbit hop, human rocker, crab walk, forward roll, frog hand stand, etc.	
f. Athletic Games of Low Organization	10%
Boundary ball, dodge ball, hand polo, kick ball, bound ball, etc.	
Total	100%

The time allotments indicated in percents are approximate, merely to indicate the relative importance. These will vary somewhat with grade—relays receiving emphasis from the second grade on, and athletic games from the third grade on. In many cases the activities included under the several headings will be selected from the subject matter of a given *unit of work* or *center of interest* around which the entire program of a given grade may be centered. It is very important that the physical education activities be integrated with the rest of the program of this level.

NOTE: Descriptions of some of the above typical activities, and others similar to them, will be found in this bulletin, in most game books, and elementary physical education manuals.

* LaPorte, Wm. R. The Physical Education Curriculum. The Caslon Printing Company, Los Angeles, California. 1937.

2. Program for the Intermediate Level (Grades IV-VI)

a.	Athletic Games of Low Organization	25%
(1)	Basketball Type: Captain ball, captain basketball, corner ball, line basketball, nine-court basketball, newcomb, six-court basketball, six-hole basketball, quadruple dodge ball.	
(2)	Playground Ball Type: Bombardment, bat ball, circle strike, end ball, fongo, hit pin baseball, long ball, one and two old cat, triangle ball, and work up.	
(3)	Soccer Type: Advancement, circle soccer, corner kick ball, field ball, kick ball, punt back, rotation soccer, simplified soccer, soccer dodge ball, and soccer keep away.	
(4)	Volley Ball Type: Bound ball, feather ball, net ball, schoolroom volley ball, and sponge ball.	
b.	Rhythmical Activities (including social games)	20%
	Broom dance, Dutch couple dance, Pop goes the Weasel, Bleking, Virginia Reel, Sellengers Round, Ace of Diamonds, Gustaf's Skoal, Seven Jumps, Norwegian, Mountain March, Lottie is Dead, etc.	
c.	Hunting Games	15%
	Bears and cattle, circle chase, gathering sticks, two and three deep, catch of fish, last man, pom pom pullaway, all stand, club snatch, cross tag, dare base, duck on a rock, prisoner's base, etc.	
d.	Individual Athletic Events (self testing)	10%
	Batting for accuracy, base running, baseball throw for accuracy, basketball pass for accuracy—for goal—for distance, pull up, push up, broad jump, high jump, soccer kick for goal—for distance, etc.	
e.	Mimetics and Free Exercises	10%
	Sports imitations, such as archery, rope jumping, skating, broad jump, high jump, batting, baseball throw, basketball throw, etc.	
f.	Relays	10%
	Arch ball relay, hopping relay, stunt relays, all-up Indian club relay, over and under relay, shuttle relay, stride ball relay, skin the snake relay, etc.	
g.	Tumbling Stunts	10%
	Head stand, forward roll, backward roll, cartwheel, heel click, wooden man, jump the stick, Indian wrestle, Eskimo roll, front foot flip, knee and toe wrestle, hand wrestle, knee spring, elephant walk, triple roll, etc.	
	Total	100%

The time allotments in percents are approximate, to suggest relative importance. The selection of activities as in the primary level

should be adapted closely to the *center of interest* or *culture area* being studied at the time in a given grade. It is suggested that the self-testing athletic events be practiced as an integral part of the corresponding game of low organization and that many of the relays be composed of elements of the same game. Tumbling stunts should be kept very simple, and rhythmical activities should include good variety.

NOTE: Descriptions of some of the above typical activities and other similar activities may be found in this bulletin, in most game books and in elementary physical education manuals.

B. MAKING A PROGRAM

Programs are made up of organized materials based on many criteria such as time, season, space, pupil needs. Activities should be organized into programs. There are five major programs to keep in mind: (1) the daily program, (2) the weekly program, (3) the monthly program, (4) the seasonal program, and (5) the yearly program. It is necessary to schedule tentatively a yearly program in order to cover the broad field of activities.

C. PERIODIC PROGRAMS

1. Daily Program

Twenty to thirty minutes a day should be devoted to instruction in health and physical education. Grades I, II, and III are grouped together. Boys and girls play together. Grades IV, V, and VI sometimes play together. Modern psychology suggests division of boys and girls physical education work in the fifth and sixth grades, especially in physical contact games. A suggested schedule:

- 8:30 Morning free play.
 - 10:00-10:30 Instruction in physical education, organized play, for grades I, II, and III.
 - 10:30-11:00 Repeat above except for grades IV, V, and VI.
 - Noon Organized noon period. See program below.
 - 3:00 After-school organized play period.
- Throughout the day there should be four two-minute relaxation periods to counteract the tedium of the classroom. In a small elementary school, boys and girls might play at the same time between the hours of ten to eleven.

It is desirable to divide the ten to thirty minutes of physical education into two parts: fifteen minutes in the morning between the hours of ten and eleven and fifteen minutes in the afternoon shortly after two o'clock. This is because noticeable fatigue comes at approximately that time. The fifteen minutes in the morning is highly organized and is devoted to instruction. However, the fifteen minutes given in the afternoon is a scheduled play period. So the program will be as follows:

- 8:30 Morning free play.
- 10:00-11:00 Fifteen minutes of instruction in physical education.
- Noon Organized noon period.

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2:00 Fifteen minutes of organized recess.

3:00 After-school intramural play.

Throughout the day one or two relief relaxation periods.

2. WEEKLY PROGRAM FOR INSTRUCTIONAL PERIOD (First Grade)*

ACTIVITIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Story Plays	Playground, The	(Review)	Sleeping Princess Playground, The	(Review)	Cutting Grass Sleeping Princess
Rhythmical Activities	Did You Ever See a Lassie	(Review)	The Camel Did You Ever See a Lassie	(Review)	Farmer in the Dell
Hunting Games	Brownies and Fairies	Chase the Animal Around the Circle	(Review)	Magic Carpet	(Review)
Mimetics	Rabbits Birds	(Review)	(Review)	Ferry Boat Cats	(Review)

3. WEEKLY INTRAMURAL PROGRAM FOR SUPERVISED PLAY PERIODS*

MONDAY

GRADE	RECESS		NOON	
	BOYS	GIRLS	BOYS	GIRLS
6	Captain Ball Paddle Tennis Stunts	Baseball—Diamond I Net Ball Hunting Games	Net Ball Captain Ball Hunting Games	Baseball—Diamond I Stunts Individual Athletic Events
5	Captain Ball Hand Ball Stunts	Long Ball Individual Athletic Events	End Ball Captain Ball Individual Athletic Events	Captain Ball Hand Ball Stunts
4	End Ball, Triangle Ball, Hunting Games, Stunts, Baseball—Diamond II		Long Ball, Baseball—Diamond II, Hand Polo, Hunting Games, Stunts	
3	Hand Polo, Kick Ball, Hunting Games, Dodge Ball, Apparatus		Kick Ball, Dodge Ball, Prisoner's Ball, Hunting Games, Apparatus	

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TUESDAY

GRADE	RECESS		NOON	
	BOYS	GIRLS	BOYS	GIRLS
6	Rotation Soccer Stunts Hunting Games	Net Ball Hand Ball Captain Ball Individual Athletic Events	Field Ball Captain Ball Paddle Tennis Stunts	Net Ball Baseball—Diamond II Stunts
5	Baseball—Diamond II Individual Athletic Events	Captain Ball Stunts	Long Ball Kick Ball Hunting Games	Long Ball Hunting Games Individual Athletic Events
4	Bat Ball, End Ball, Long Ball, Apparatus, Hunting Games		Prisoner's Ball, Bat Ball, Triangle Ball, Hunting Games, Apparatus	
3	Kick Ball, Hand Polo, Dodge Ball, Hunting Games, Stunts		Boundary Ball, Kick Ball, Dodge Ball, Hunting Games, Stunts	

4. MONTHLY PROGRAM FOR INSTRUCTIONAL PERIOD (First Grade)*

ACTIVITIES	SEPTEMBER	OCT.	NOV.	DEC.	ETC.
Story Plays	Playground Day in the Country Sleeping Princess Circus Cutting the Grass Autumn in the Woods Etc.				
Rhythmical Activities	The Camel Cats and Rats Did You Ever See a Lassie Farmer in the Dell Mulberry Bush Etc.				
Hunting Games	Brownies and Fairies Chase the Animal Around the Circle Crossing the Brook Jack Be Nimble Leader and Class Etc.				
Mimetics	Rabbits Birds Ferry Boat Cats Horse Galloping Etc.				

* Neilson and Van Hagen. Physical Education for Elementary Schools. A. S. Barnes and Co., New York. 1935. pp. 9-11.

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5. YEARLY PROGRAM (Grade Three)*

MONTH	SINGING GAMES	FUNDAMENTAL RHYTHMS	GROUP GAMES	ATHLETIC EVENTS	STUNTS	OUTINGS	RELATED ACTIVITIES
Sept.	On the Bridge of Avignon	Marching (Marche Lorraine)	Hop Scotch	Broad Jumping	Crab Walk		
Oct.	Roman Soldiers		Pinch-O	Rope Jumping	Stiff Leg Bend	Hike	Hiking
Nov.	Rig-a-jig-jig		Hill Dill	Balancing	Wheel-barrow		
Dec.	Captain Jinks		Simple Dodge Ball	Ball Bouncing and Catching	Cart-wheel		Swimming
Jan.	Pop Goes the Weasel	Clapping 4/4 rhythm	Boiler Burst	Hopping	Front Somersault	Party	
Feb.	Muffin Man	Rhythmic Bouncing, Throwing and Catching	Black Tom	Circle Target Throwing	Corkscrew		
March	Indian Dance		Circle Club Bowls	High Jumping	Full Squat		
April	Little Pony		Japanese Tag	Climbing	Front Somersault	Picnic	Skating
May	Hansel and Gretel		Beater Goes Round		Dog Run		

* Sharman, Jackson R., Introduction to Physical Education. A. S. Barnes and Co., New York. 1934. p. 155.

D. EMOTIONAL MATURING AND CHARACTERISTICS AT AGE LEVELS

Recommended List of Activities for Home, School, and Playground

1. *Home and Nursery*

Age: 0 to 3

Individual games

No classification

Boys and girls together

Characteristics of age:

Babyhood—predominant love of motion and bright colors. Love of pulling, pushing, swinging, rocking. Imitation strong. Love of sand, blocks, mud, etc.

2. *Activities*

First plays of infancy; body movements, experimenting with senses; touch, taste, smell, etc. Use of rattle and simple toys. Later plays of infancy: running, climbing, etc. Play with dolls—play in sand—Peek-a-boo, Pat-a-cake, Trot, Trot to Boston, etc.

5. *School*

2nd to 4th grade inclusive

Age: 7 to 10

Group games

No classification

3. *Kindergarten and First Grade*

Age: 5 to 6

Individual games

No classification

Boys and girls together

Characteristics of age:

Great activity—love of motion toys, singing—doll—playing games—blocks—rhythm—collecting objects—story-telling, counting, etc. Time of dramatic “make believe.” Santa Claus, etc.

4. *Activities*

Swinging, sandbox, ring games B; ring toss, toy shop; bean-bag, swinging games, B1, B2, H cross tag B.

Puss in the corner B, relay races B, wading teetering; picture-drawing, story telling; Jack straw, bouncing ball. (Games of the Ginn Game Co.)

6. *School*

5th to 6th grade inclusive

Age: 11 to 13

Team games

Classification: 70 lbs, 85 lbs., 100 lbs., 115 lbs.

Characteristics of age:

'Big Injun' age. Constructive, fighting, imaginative, instincts, predominating, 'Know all' age, sense of sex growing, very inquisitive, noisy, wants to imitate men, likes to be tough. Games of climbing, hunting, chasing, and rivalry seem to predominate. Drifting from individualistic to co-operative games. Girls love free, active games—running, climbing, etc.

Characteristics of age:

Age of loyalty, hero worship, team play. 'Gang' age. Development of the 'belonging instinct.' Boys move in herds—under leaders. With certain leaders tendency toward crime—love to show off. Boys and girls part company for a time, this age. 'Tom boy' age for girls, who develop spirit of the clique rather than the team. Rapid development of the sex sense beginning in grade VI. Time of seeming awkwardness and self-consciousness for boys and girls.

E

BOYS ACTIVE GAMES

TEAM GAMES

Relay Races	Scrimmage Ball
German Bat Ball	Siege Ball
Drive Ball B	Battle Ball B
One-o-cat	Six-hole Basketball
Two-o-cat	Long Ball B

GROUP GAMES

Rolling Hoops	Prisoner's Base B
Ring Toss J	Dodge Ball B
Bean-bag B	Pig to Market B
Indian Games	Wood-tag
Soldier Games	Pom Pom Pull-away
Base-the-bear B	I spy J
Base-stand B	Cat and Mouse J
Bull in the Ring, B	Swimming
Hill Dill J	

TEAM GAMES

Baseball Sp	Hand Ball
Soccer Sp	Hockey
Rugby Sp	Volley Ball
Track	Captain Ball
Relay Races	End Ball B
Swimming	Dodge Ball B
Tennis	Mount Ball J

GROUP GAMES

Prisoner's Base	Peg Driving J
Wood-Tag	Stunts B
Rabbit	Wrestling
Coasting	Camping
Rolling Hoops	Hiking
One Foot in the Gutter	Rowing
Duck on Rock B	Apparatus Tag
Scrimmage Ball	Boxing
Medicine Ball J	Soak Ball
Siege Ball J	Swimming

F

BOYS QUIET GAMES

Bird, Beast or Fish B	Gardening	Checkers
Odd or Even J	Kites, etc.	'Inside' Baseball
Authors, etc.	Parchesi	Throwing Light J
Simon Says B	Jack Straws	Article Titles J
Jacks	Tiddle-de-winks	Animal, Mineral, Vegetable J
Zoo B	County and State	Number Lotto J
Story-telling	Block games	Sleight of Hand
Dominoes	Basket-making	Making Kites, Coasters, etc.
Nellie Bly	Phoebe Snow	Gardening
Block Puzzle	Telegraph Boy	Feats and Forfeits J
'Inside' Baseball	(Games of the Ginn Game Co.)	Marbles and Tops (Games of the Ginn Co.)
Forfeits		

G

GIRLS' ACTIVE GAMES

Stealing sticks B	Baseball
German bat ball	Tennis
Prisoner's Base B	Captain Ball B
Crossing brooks B	Relay races B
Hikes to country or beach	Sixty-yard running
Swimming, etc.	Safety first
Run Sheep, Run B	Volley ball
Fox and Geese on traveling rings	Distance throw of basketball
Simple Folk dances, as Hansel and Gretel	Hiking, Swimming, Rowing
Carrousel B2	Pig in Hole B
Seven Jumps B1	Folk dances, such as Crested Hen B1
The Sleeping Beauty	Norwegian Mountain March B2
Ace of Diamonds B2	The Hatter B3
Gustaf's C	The Tinker's Dance B3
Squirrel in the Tree B	
Black and White B	
Curtain Ball B	

H

GIRLS' QUIET GAMES

Still Pond No More Moving B	Twenty questions J
Hop-Skotch Flower Match B	Checkers
Stage Coach B	Clay modeling
Dramatics (see list of plays)	Beast, Bird and Fish B
Hide the Slipper B	Bead work and Basketry
Jack Straws	London Bridge
Lotto; Sewing, Paper Dolls	Ministers Cat
Modeling Sand Pictures	Nimble Squirrel B
Collecting shells, etc.	Dramatics (see list of plays)
Teacher and Class B	

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I

GAMES FOR MIXED GROUPS

1. (Outdoor)

Three Deep B	Volley Ball
Hill Dill J	Tennis
German Bat Ball	Baseball (soft)
Baseball with soft ball	Three Deep J
Jacob and Ruth J	Hiking
Drop the Handkerchief J	Boating
Prisoner's Base	Bowling
Steeple-chase	Skating (Group games as below)
Six-hole Basketball	
Long Ball	

GAMES FOR MIXED GROUPS

2. (Indoor)

Huntsman J Identification J	Not I, Sir 150
Stage Coach 150; The good little man J	Dancing; Guessing Games
Hold Fast and Let Go J	Dramatics
Going to Jerusalem J; Three Deep J	Stage Coach 150
Jacob and Ruth J	Crambo B; Pennywise B
Bird, Beast and Fish J; Crambo J	Feats and Forfeits B
Hide in Sight J	Teakettle J; Mock Trial; Up Jenkins
Magical Music J	Sleight of Hand
	Poor Pussy; Bird Beast and Fish 150

(Key to letters after games—indicating book for which they stand)

Jessie Bancroft—Games for Playground, Home, and Gymnasium . . .	B
George E. Johnson—Education Through Plays and Games	J
One Hundred and Fifty Gymnastic Games	150
Spalding Athletic Library	Sp
Caroline Crawford—Folk Dances and Games	C
Elizabeth Burchenal—Dances of People	B1
Elizabeth Burchenal—Dances of Denmark	B3

J. HEALTH AND PLAY DAY PROGRAM*

(Suggestions)

Health or Play Day should be a real demonstration of the play and health activities of the school year. The entire day's activities are to celebrate and portray the year-round program of health and physical edu-

* Adapted from Health and Play Day Program, State Department of Education, Richmond, Virginia.

cation. If the program is planned early in the school year, the desired activities can be taught during the physical education period, months in advance.

The fact should be emphasized that the Health or Play Day is held to show the patrons of the school something of the physical education program, to stimulate interest in health, and to permit mass participation in games, rhythmical activities, and individual athletic events.

The day may be organized for an entire county, for two or more neighboring schools, or for the groups within one school. It makes for better community and school spirit if each school can have its own Health Day. The best time is shortly before the closing of schools for summer vacation.

The superintendent or the principal of the school should appoint a committee to make the general plans for the Health Day, taking into account local conditions and interests. The committee then appoints sub-committees to be in charge of the various items: Demonstration of Classroom Work; Exhibits; Luncheon; Parade; Pageant or Play; Grounds and Play Equipment; Games; Track and Field; Drills and Rhythmics, and Sanitation. If possible, allow the children to take part in planning the program and serving on committees when practicable. Use pupil leadership wherever advisable in carrying out the program. Every pupil, teacher, and administrator should have a part in the program, and a general feeling of goodwill should pervade the Day.

The Health Day should not cause financial problems. Where it seems necessary to buy supplies, if possible have local organizations bear the expense. Enlist the help of parent-teacher organizations and civic leagues. As it is a school and community program, there should be no charge to witness it. The real purpose is largely defeated if the program is used for making money.

Do not seek the polish of a finished performance. Avoid the elaborate and expensive. Do not plan anything that will require hours of drill and worry. Do not award prizes. If some emblems of achievement seem necessary, use buttons, inexpensive colored ribbons or cards on the order of certificates. For recognition of group achievement, banners or seals are satisfactory. These do not tend to develop a professional attitude. Published recognition of achievement should suffice as a reward.

It is not necessary that schools compete with one another. It is much better to have teams composed of pupils from different schools. Give each team a color; the children may wear colored cloth arm bands. Competing teams should be as evenly balanced as possible. Height classification may serve this purpose. The program of big muscle activities should be kept within the time of two hours, and should not immediately follow lunch time.

Aim to begin promptly and to close on time scheduled. Long waits kill interest and cause confusion. Each person must be thoroughly familiar with his part of the program and be ready so that no delays are caused. Insist upon careful and orderly performance.

1. Procedure for Planning

The committee:

Determines all schools desiring to participate in the Health Day.
Prepares a general outlined plan for the entire day.
Sends a copy of the plan to each teacher whose pupils are to take part and ask her to give the following information:

- a. Activities that her pupils would like to enter (giving grades).
- b. Exhibits that her pupils can have ready for display.
- c. Demonstrations in which they wish to take part.
- d. Short talks, or statistics on work accomplished, that can be given.
- e. Parts that her pupils can take in a parade, pageant, or circus.
- f. Short play or plays that her class or school can present.
- g. Suggestions for luncheon arrangements.

2. When Teachers Have Responded, Make a Tentative Program

- a. List the activities, demonstrations, talks, exhibits, etc.
- b. Make a diagram of the play field that has been selected, showing location of courts and play spaces.
Important: If track and field events are to be held, be sure to have sufficient well-made jumping pits and a safe track.
- c. Schedule the time. Arrange to have periods of strenuous activities alternated with rest or quiet periods for the participants.
- d. Extend invitations to parents, other interested persons, and local organizations.
- e. Plan the features that will be included in parade, pageant, plays, or circus and adult play events.
(If one long play is to be presented, it is best to include only the pupils of one school. It is better to have more than one school each presenting a short play. Pageants offer better opportunities of combining efforts from each school.)
- f. Determine how expenses, if any, can best be met.
- g. Appoint officials:
 - (1) Safety director who makes plans for:
Parking and bus unloading and loading safely
Prevention of accidents on grounds
Provision for rendering first aid in case of accident
 - (2) Director of game activities and two assistant directors
 - (3) One director of Field and Track events
 - (4) One director of parade, pageant, or plays
 - (5) A teacher in charge of each feature number
 - (6) A manager of grounds and equipment*
 - (7) One manager of luncheon arrangements
 - (8) A reception committee at the hostess school to:

* Notify visiting schools to bring equipment: balls, bats, etc.

- (a) Greet guests as they arrive and give each a mimeographed sheet showing layout of the grounds, location of exhibits, where lunches will be eaten, location of washrooms, etc.
 - (b) Go with guests who wish to visit classrooms, exhibits, grounds (acting as guides).
 - (c) See that everyone is having a good time. No one should be allowed to feel neglected or out of place. Note: It is wise to select the reception committee from the larger pupils of the home school. Appoint a number of them so that the same ones will not have to serve more than two hours at a time. They may wear distinguishing head bands, ribbons, or arm bands.
- h. Plan for publicity
- (1) Pupils write invitations to parents and other interested persons. (Be sure to include parents of the pre-school children.)
 - (2) Pupils make posters to be mounted and placed in store windows and on bulletin boards of all schools participating.
 - (3) Write advertising and news items to send to local or county paper.
 - (4) Have a small advance parade of marchers, in cars, or decorated floats.

3. Important Details

At least two or three weeks prior to the day copies of the outline of the complete program and directions for carrying out activities should be sent to all school administrators and teachers concerned in the Health Day.

Equipment to be brought from other schools should be clearly marked with name of owner and the school whose principal will appoint someone to be definitely responsible for its care and return.

A committee appointed by the safety director should carefully safeguard the children and other visitors at all times. Plan for emergencies and accidents. Have a good first-aid kit convenient. It is advisable to have a cot or two in the quietest room to use in case of accident. In a large school, a Red Cross unit could be set up with students serving in relays. Have a nurse or other responsible adult in charge.

It will be found advisable to have a room or play space set aside for very young children and provision made for their care and convenience.

Children in the lower primary grades and the older preschool children may be scheduled under assigned leaders for story plays, dramatizations, singing games, hunting games, and supervised use of playground apparatus. If students are used as leaders, have them serve in relays so that no one will be forced to stay in the same place all day.

Have adequate facilities for drinking water, individual cups if there is no fountain, soap, towels, and the like.

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If field and track events are to be used, a previous classification of pupils for fairness in competition should be made. Separate boys and girls in all competitions.

Emphasize fun and play. Give a holiday feeling to the day. A Health Day celebration produces most valuable results when it brings out and promotes plans for future improvement of school and community health.

The pupil committees with teacher adviser for each committee will make all plans well in advance. There will be such committees as: Publicity—Grounds and Equipment, or Games and Equipment—Policing Grounds and Buildings—Health Work in Classrooms—Exhibits—Track and Field—Welcome Committee or School Guides—Information—Costumes—Music and Chorus Singing—Dancing—Stunts—Pageant—Circus—Adult Play—Lunch and Refreshments—Sanitation and Clean-up Squad—First Aid—Child Care.

4. Program Suggestions

- a. *Classroom Work*—In the morning. Have stated time for topics and talks.

Demonstrations: Morning inspection—Handwashing—Supervised lunch—Safety—First aid procedure—Care of patient.

Patrons visit regular class work and observe activities.

One minute or longer talks on health by pupils.

Talk by teacher or pupil telling how corrections were accomplished.

Exhibits:

- (a) Simple statistics on blackboard or bulletin board showing growth of the health program including corrections of physical defects.
- (b) Posted records: health charts, outcome of games, etc.
- (c) Drawings, clay models, nature study collections, and others.
- (d) Health books and posters made by the children.
- (e) Sand table with model of sanitary home or other project.
- (f) Exhibits may be displayed in hallways as well as in classrooms if practicable and space is available without causing inconvenience.

- b. *Lunch*

- (a) Picnic fashion, everyone bringing his own.
 - (b) Served by the Home Economics Department and sold at cost.
 - (c) Supplied and served by patrons' league or other organization and sold at cost.
- Lunch plans should be decided and announced well in advance of day.

- c. *Parade*

By rooms, schools or color teams, each with banners or signs. Drums or a pupil band add a great deal to a parade.

Feature those children who have had physical defects corrected.
Feature the preschool children who will be entering school following year.

Cooks and nurses from boys and girls studying home economics.
Others in costumes they have made for themselves.

Health floats featuring the drinking of milk, eating of fruits and vegetables, Red Cross unit, clinic or health unit of county.
Besides having decorated cars, use buggies and wagons, even wheelbarrows draw attention.

Do not have marching distance too long. Make good advance plans and rehearse details, if necessary, to avoid having children standing long in line.

If a circus is on the program, participants may parade in costumes, historical characters, Mother Goose characters, fairies, clowns, etc.

d. *Health Pageant*

IMPORTANT: Do not stress disease or illness. Have no health verses parodied on familiar tunes. No little boys acting as germ imps or diseases.

Feature the Queen of Health, Queen of May, Mother Nature and the Seasons, or Mother America and her subjects. The lady has her court attendants. Give a prominent part to the children who have had defects corrected whether they are Five Pointers or not.

Music: Chorus singing, group singing, pupil orchestra or band (no solos).

Activities of children in elementary grades: Story plays, tableaux stressing health habits, singing, rhythmic, flag drill (simple), other picturesque drills, pyramids, stunts, figure marching, games, dramatization of incidents in history related to health, such as Florence Nightingale nursing wounded, Jenner vaccinating to prevent smallpox, (these may be tableaux), Minuet dance. Dramatizations written and arranged by the pupils themselves with the helpful supervision of the teacher are of the greatest value.

e. *Health and Play Circus*

A level place at the foot of a slope will be found ideal to present circus. (Parts may be assigned to the various schools and easily combined.)

The health exhibits may be arranged as side shows (free).

Have an announcer with megaphone for each ring to explain tableaux or activities; announce what the next feature will be and to repeat what can't be heard by the audience. Have harmonica band or other music.

Boys: Stunts, individual and group, pyramids, pole vaulting, Indian dances, jugglers, chariot race, clogging, ball tossing, somersaults, etc.

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Girls: May pole dance, folk dancing, Oriental or other dances in costume, ball games or relays, rope jumping, group singing, pyramid building.

Smaller children: Demonstrate use of playground equipment (swings, bars, etc.), singing and rhythmic games, parade of vegetables and fruits (children dressed to represent varieties or carrying giant replicas of light weight), dancing in costume as fairies, other dances.

Clowns of all kinds: Stunts and tumbling, juggling, rope climbing, jumping, stunting on bars, elephant race, playing ball, dancing, all in a comical way.

Real animals may be used in the circus if safety is carefully observed: a cow led before the audience and bearing a placard urging health seekers to drink more milk, horses or ponies drawing health floats, baby animals held by pupils who tell about their health habits and need for good food, exercise, etc.

f. *Activities*

(1) Track and Field

IMPORTANT: Be sure to have a good track and well-prepared, safe jumping pits. A previous classification of pupils for fairness in competition is essential.

Boys: Elementary grades

Fifty-yard dash	Standing broad jump	Chinning the bar
Two hundred-yard relay race	Running broad jump	Soccer goal kick
(Four boys in each team)	Baseball target throw	

Girls: Elementary grades

Forty-yard dash	Basket ball target throw
One hundred sixty-yard relay—teams of four	Volley ball serve
Flag relay—teams of eight	Running high jump (have soft pit)

(2) Team Games

Volley ball	Count Six	Field ball	Dodge ball: When player is hit,
Soccer	Guard ball	Diamond ball	leave him in ring and count it
Captain ball	Post ball	Playground	a point. Team having most
	Drive ball	baseball	points in three minutes wins.

(3) Dances

Quadrilles	Highland Fling
Virginia Reel	Hansel and Gretel
Broom Dance	Ace of Diamonds
Irish Jig	Seven Jumps
Klappdans	The Merry, Merry Milkmaids
Speed the Plow	Pop Goes the Weasel
Chimes of Dunkirk	Carrousel
Oats, Peas, Beans	Tantoli

IX. PHYSICAL ACTIVITIES—Grades I-III

A. STORY PLAYS

In grades I and II, story plays should take the place of the more formal gymnastics. The movements should be suggested by the teacher or by the pupils and should be imitative of well-known and popular activities. The children should be encouraged to make suggestions and to work out imitations in their own way.

The aim is to plan and present the subject matter in such a way as to bring into the lesson breathing, arm, leg, balance, trunk, precipitant or quick movements, finishing with quieting movements and deep breathing.

No emphasis should be laid upon the uniformity of the work, and no formal commands should be used. All movements should be large and free, and should afford much joy and pleasure in the doing.

It is suggested that story plays be adapted to the season of the year, selecting only those which imitate an activity with which the children are familiar.

If taken out of doors, the formation may be that of a circle—and the skipping and running should be done around the circle, in the direction specified by the teacher.

When taken indoors, it is advisable to have alternate rows face the back of the room, then every two rows run around one row of seats in story plays that involve running, skipping, marching, etc. A circle formation may be used, making the circle around all of the seats.

B. FALL

1. Picking Apples

- a. Skip and run to the orchard. (Two rows run around one row of seats.)
- b. Look up at the trees in search of fruit. Stand on toes and reach for apples.
- c. Find the tree heavily laden. Climb trees. (Use strong movements as if pulling one's self up into the tree.)
- d. Stretch up as high as possible to get apples just out of reach, and stretch out to the side to get the apples on the left, and those big ones on the right. Toss to playmates.
- e. Climb down from tree.
- f. See some nice big apples on the ground, so stoop down or bend over to pick them up.
- g. Run home with some to mother, and get her to bake them for dinner.
- h. Smell them cooking. Take deep breaths.

2. November Winds

- a. The wind shakes the last leaves from the trees. (Raise arms and lower them, shaking the hands to imitate the falling leaves. Move the arms apart as they are lowered.)

- b. Wind tosses the branches and bends the trees in every direction. (Bend from side to side, and forward and backward, swinging the arms about, and up and down.)
- c. Run home and listen to the wind.
- d. Imitate the howling or the whistling of the wind through the trees. (Breathe in, then breathe out forcibly, either blowing out hard or whistling.)

3. Hallowe'en

- a. Jump over the fence into the field where the pumpkins grow. (Jump over seat into next aisle.)
- b. Bend over and look for a nice big one for your jack-o-lantern.
- c. Stoop down and lift one up. Then run quickly home with it.
- d. Sit down and make lantern, cutting off the top, and taking out the seeds, etc.
- e. Light the candle in the lantern, then run out with it.
- f. Run down the street and stop in front of a window. Hold your lantern high up to the window. Hear some one coming, so stoop down quickly to hide.
- g. Creep along to the next window. Can hardly reach this one, so have to stretch up on toes.
- h. Run home softly on tiptoes.
- i. Blow out candles in lanterns with two or three deep breaths.

4. Nutting

- a. Run to the woods, carrying over the shoulder a bag in which to put nuts.
- b. Climb over stone wall. (Step over seats and jump on the other side.)
- c. Walk through the piles of leaves, lifting the knees high.
- d. Jump over a little brook, for the trees are on the other side.
- e. Reach up and shake branches, standing on tiptoe.
- f. Stoop and bend to pick up the nuts.
- g. Throw things at the trees to make more nuts fall down.
- h. Bags are full, so run home with them.
- i. Before going indoors, take deep breaths of the crisp air.

5. Off for a Ride

- a. Walk around the automobile, looking at all the wheels, to be sure they are all right. Look to see if there is enough gasoline.
- b. Bend over and crank the car. Try again. Try again. Try the other hand.
- c. Run around the room, steering, and blowing the horn.
- d. Engine trouble. Get out and lift hood. Examine the engine. Fix the spark plug.
- e. Front tire flat, so pump it up (getting good forward bending of the body).
- f. Drive home and put the machine away.

- g. Glad to be back. Tired, so stretch arms up high.
- h. Take several deep breaths before going into the house.

6. Gathering Autumn Leaves and Flowers in the Woods

- a. Get up early Saturday morning and start out for the woods. It is very early, so run out very lightly on the toes, so as not to disturb anyone.
- b. Jump over the ditch. Be sure to swing arms and jump forward, or you may fall in.
- c. See some pretty leaves high up on the branches. Jump up and try to reach the branches.
- d. See others on lower branches, so stand on tiptoes and pick some of the leaves.
- e. Stoop down and gather some wild asters for mother.
- f. Smell the lovely flowers.

7. Getting in Winter's Supply of Wood

- a. Drive out to the woods. Carry saws, axes, etc.
- b. Look around for the right trees.
- c. Felling the trees. First chop the tree. Then saw it. (Two children work together on the sawing.) Then push the tree, so it will fall over.
- d. Chop and saw the tree into smaller pieces.
- e. Chop the wood ready for use.
- f. Stoop down and gather the wood together. Pile it on the wagon. Hard work and the whole body is tired, so stretch arms up high and take deep breaths.
- g. Drive home.

C. WINTER

1. Snow Storm

- a. Snowflakes falling, gently at first, then harder and harder. (Raise arms over head and lower them, moving them in all directions and shaking the fingers and hands, gently at first, then with increasing vigor.)
- b. Shovel a path. Run out, carrying shovel. (Two rows run around one row of desks.) Shovel snow first to one side, then other.
- c. Brush the snow from clothing and shake cap.
- d. Feet are cold. Warm them by jumping up and down.
- e. Hands are cold. Warm them by blowing on them and clapping them together.
- f. Take deep breath, then run into the house.

2. Snowball Fight

- a. Making snowballs. Stoop down, pick up snow, pack into a snowball, and put it beside you on the ground.
- b. Make four or five more.

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- c. Every two rows face. All the even numbers are on one side, and all the odd numbers on the other side.
- d. On count one, all the even numbers stoop down and pick up a snowball. On count two, they draw back arm ready to throw it. On count three, they throw snowball at the one opposite, who ducks to escape being hit.
- e. Odd rows now do the throwing, and even rows duck.
- f. Repeat, until all snowballs are gone.
- g. Cold, so jump up and down to get warm.
- h. Blow on fingers.

3. Coasting

- a. Fine morning. Breathe in the nice, crisp air.
- b. Drag sled up the hill. (Walk with hands behind as if holding rope. Bend knees up high and stoop forward a little as if pulling the sled. Two rows around one row of desks.)
- c. When you get to the top, turn your sled around.
- d. All ready! All push sleds and jump on. (Jump onto desk.)
- e. Pull hard on the rope, arms out straight and pulling first with one, then the other. Hold back and balance going around the curves.
- f. Fall off into big snow drift at the bottom of the hill. (Jump off into next aisle.)
- g. Cold. Fling arms across chest to get warm. Jump up and down.
- h. Take deep breaths and blow on fingers to warm them.

4. Skating

- a. Put on coats, mittens, caps, etc.
- b. Start for the ice. Carry skates first over one shoulder, then the other. Walk as fast as possible, then break into a run when you are near the ice.
- c. Sit down on the bench and place your skates on the ground. Take up one and fasten it on the shoe, then the other.
- d. Stand up, and turn around on the skates to try them.
- e. Skate once around the lake (around the room, swinging the arms and sliding the feet as if skating).
- f. Bend over and tighten straps.
- g. Skate with partner around lake.
- h. Very cold, so take off skates and run home to get warm.
- i. As you open the door you smell the cookies mother is baking. They smell so good. (Deep breathing.)

5. Going to Woods for Christmas Tree

- a. Start out for the woods, dragging the big sled behind. (Trudge along with the arms behind as if pulling a heavy sled.)
- b. Drifts are deep, so step high.
- c. Chop down the tree. (Swing the arms back over one shoulder, twisting the body well around, then over the other shoulder.)

- d. Stoop down, pick the tree up, and put it on the sled. Tie it on, so it won't fall off.
- e. Hurry home, dragging the sled. Look behind several times to be sure the tree is all right.
- f. Carry the tree into the kitchen.
- g. Tired. Deep breathing.

6. Trimming the Christmas Tree

- a. First set up the tree. Make the supports, and stand the tree up. (Saw and hammer the boards together.)
- b. Climb up the ladder, and hang a big star on the highest branch.
- c. Bend down and reach down for more trimmings. Then reach up and hang them on the branches. Stretch out to the sides and hang some on the side branches.
- d. Climb down the ladder. Stoop down and decorate the lower branches. Then stand on tiptoes and decorate those almost out of reach.
- e. Stand off and admire the effect. (Look up and down and to the sides.)
- f. Skip and dance around the tree.

7. Valentine's Day

- a. Run up to the mail box to mail the valentines that are to be sent. Reach up high, to drop letters into letter box.
- b. Run home and get those you are going to stick under Jack's and Sally's front door.
- c. When you get to Jack's, look around to see if anyone is coming. If not, stoop down and slip the valentine under the door, then stand on tiptoes and reach up to ring the door bell. Run around the house and stoop quickly down to hide.
- d. Then run to Sally's and do the same thing.
- e. Run and skip home. Why, there are some valentines for you that someone has slipped under your door!
- f. Stoop down and pick them up, open them and admire them.
- g. Tired out. Deep breathing.

D. SPRING

1. Making a Garden

- a. Select the sunniest spot for your garden.
- b. Put your right foot on the spade and dig it into the ground. Now try it with your left foot. Push hard, for the ground is hard.
- c. Rake the grass and leaves away. Stoop down and pick out the stones and throw them away out behind the yard.
- d. Make little grooves for the seeds. How many packages of seeds have we? Four. All right, then make four different rows of plants.
- e. Scatter your seeds in the grooves. Then rake over the ground carefully, so as to cover up the seeds with dirt.

- f. Dig several holes and plant the rose bushes.
- g. Run to the house and get the sprinkling can, and water the seeds and bushes.
- h. Sit down in the swing and rest.

2. Weeding the Garden

- a. Go to the barn to get the rake and the hoe.
- b. Sun is hot, so put on sunbonnet or hat.
- c. Hoe the weeds from the garden. Stoop down and remove some stones, and pull some big weeds. Make a little pile of them beside the garden, so you can throw them away later.
- d. Step carefully between the rows of plants while weeding.
- e. Gather up all the weeds and stones, and carry them out to the rubbish pile.
- f. Feel some rain drops. Look up to see if it is going to rain very hard.
- g. Run quickly to get out of the rain. Run to the barn first, and put away the rake and hoe. (Run half way around row.)
- h. Wait a few minutes until the rain slackens a little, then run to the house. (Run back to seats.)
- i. All out of breath. Deep breathing.

3. Gathering Flowers

- a. Start out to gather flowers, swinging baskets as you go skipping down the road. (Skip around the room.)
- b. Climb over the gate, jumping down on the other side. (Climb over seat, jumping into next aisle.)
- c. Stoop down, pick a few flowers, putting them in the basket.
- d. Stand up, and see some prettier flowers a little further on.
- e. Run quickly, and stoop down to pick them.
- f. Reach up high for blossoms on the trees.
- g. Jump over logs to pick some violets on the other side.
- h. Little brook, and lots of flowers on the other side, so cross over, being careful to step on the stones that form a little bridge across.
- i. After the baskets are filled, all skip home, climbing over a stone wall on the way.
- j. Sit down and arrange the flowers into lovely bouquets.
- k. Smell them.

4. Baseball Game

- a. Rows number across by threes. Number ones face number twos and threes.
- b. Number ones are pitchers, twos the batters, and threes the catchers.
- c. Count one. The pitchers pitch the ball. Batters strike at it but miss it. The catchers stoop low to catch it.

- d. Repeat, this time the batters knock a home run. (Run around room.)
- e. Batter up. Rows change places.
- f. This time have several foul balls, strikes or balls, before ball is hit for a run.
- g. Game is won. Much excitement. Throw caps in the air and cheer. Breathe deeply.

5. Picking Cherries

- a. Wade through the high grass to the cherry orchard. Swing the pail first in one hand, then in the other. (Around the room.)
- b. Prop the ladder against the tree and climb up.
- c. Reach above the head to the left and right, and pick the ripest cherries, putting them in the pail.
- d. Sit down on top of the ladder and eat some of the nicest cherries. (Sit on top of desk.)
- e. Climb down ladder, with cherry pail on one arm.
- f. Run to another tree, and jump up as high as you can to reach the branches. Hold branch down with one hand, and pick cherries with the other.
- g. When pails are full, stoop down and pick big leaves to put on top to keep the cherries fresh and cool.
- h. Run home. Tired out, but happy. Stretch and draw deep breaths.

6. Going Fishing

- a. So early in the morning! Yawn and stretch several times.
- b. Take deep breaths of the morning air. Run out of the house on tiptoes, so as not to disturb the people who are still sleeping. Get the shovels and pail for the bait.
- c. Dig the bait, bending over and putting it in the bait pail.
- d. Walk down to the lake, carrying fish poles over the shoulder.
- e. Row out in the boats. (Sit on the desks, facing the back of the room, feet on the seats.)
- f. Bait hook, and throw line into water.
- g. Get a bite. Pull in hard and take big fish off the hook.
- h. After catching a number of fish, find it is time for breakfast, so row home.
- i. Walk up to the house, carrying a string of fish.
- j. Breathe in the fresh air.

7. Trees in a Storm

- a. Run out to watch the storm come up. Look up at the clouds.
- b. Run around with arms outstretched against the wind.
- c. Tree tops sway in the wind. (Bend heads backward, forward, and to the left and right.)
- d. Leaves quiver. (Shake hands in all directions.)

- e. Branches sway. (Swing the arms around from side to side, and upward and downward.)
- f. Trees sway and bend. (Bend body forward, backward and from side to side.)
- g. Here comes the rain. Run into the house quickly to get out of the storm.
- h. Out of breath from running. Deep breathing.

8. Housecleaning

- a. Air the rooms. Open the windows wide. Breathe in the fresh air.
- b. Brush down the walls. Reach up high and stoop down low.
- c. Toss the rugs out of the window. Sweep the floor. Gather up the dust in the dust pan. Wash the windows. Wash the wood-work.
- d. Go out and hang the rugs on the line. Beat the dust out of them
- e. Go in and dust, being sure to dust high on the mantel and low around the bookcases.
- f. Bring in the rugs.
- g. Take deep breaths at windows, moving from one to another, and closing them quietly.

9. Baby Birds

- a. Mother bird teaching baby birds to fly. Hop around on the ground, spreading wings and trying to fly. (Hop up and down the aisles, fluttering the arms up and down.)
- b. Mother bird flies up to tree. Birds look up to see where she has gone. (Look up and from side to side.)
- c. Fly up to a low branch on tree. Fly from branch to branch. (Little running steps, fluttering the arms up and down.)
- d. Become very courageous and fly from one tree to another.
- e. Tired out, so fly back to nests.
- f. Breathe deeply, raising the wings slowly up and down.

E. SUMMER

1. A Visit to the Country

- a. Run to catch the train, carrying a heavy suitcase, first in one hand and then the other. (Two rows around one row of desks.)
- b. Climb into the train, find seats and sit down. (Bend knees, and step high. Sit down on seats.)
- c. Oh! Here we are! Hurry out of the train and down the steps. Run over and climb into Uncle's big wagon, which is waiting for us.
- d. Drive quickly out to the farm. Jump out and run into the house to take off hats.

- e. Skip out to see the chickens. Bend down and try to feed them. Then go in to see the horses. Stand on tiptoes, and pat their glossy necks.
- f. Now let's run out to the hay field and watch the men haying. See the big stacks of hay! Let's help the men put it into the wagon! (Bend down to pick up hay and toss the arms upward to throw it into the wagon.)
- g. Let's run back to the house and see if Auntie hasn't some milk for us.
- h. Sit down on the porch and drink milk, taking a deep breath after each sip.

2. Cutting the Grass

- a. Walk along, pushing the lawn mower with both hands and imitating the sound it makes. (Walk up one aisle and down the next, arms raised in front. Imitate sound by saying, "Br-r-r.")
- b. Rake the grass. Get the rake and reach forward and to the left and right with long strokes. Rake the cut grass into piles.
- c. Get the shears and cut the grass around the walk, and around the flower beds.
- d. Stoop down and pick up big armfuls of grass and put it into the wheelbarrow. Wheel this out back, and pile it in one big pile. Empty wheelbarrow by taking out big armfuls and throwing on the ground. Then turn the wheelbarrow over to be sure it is empty.
- e. Run back to get the rest.
- f. Sit down and admire the appearance of the lawn. Deep breathing.

3. Hanging up Clothes

- a. Carry the clothes basket out to the line. Walk slowly and carefully because the basket is heavy.
- b. Put basket on ground, stand up and wipe the line to be sure it is clean.
- c. Bend down and get clothes from the basket. Shake them out and hang on the line. Shake clothes with both hands and stand on tiptoes to reach up to the line.
- d. Get the clothes-prop and prop up the line so the sheets won't trail on the grass.
- e. Spread some of the clothes on the ground in the sun. Work is finished, so breathe deeply.

4. Swimming

- a. Run down to the water in your bathing suit.
- b. Wade in, taking big steps and lifting the knees high.
- c. Now duck down to get wet all over! Oh! Take a deep breath!
- d. Jump the waves! (Jump up and down with the arms out at the sides, moving them up when you jump up.)

- e. Swim! (Make swimming motion with arms and move around the room.)
- f. Wade back to the shore. Sit down on the beach in the sun and rest.

F. MIMETIC EXERCISES

If so desired, these exercises may be done to music. The best tempo for each exercise has been indicated.

Mimetic exercises are imitative movements of well-known activities without the usual equipment. They are selected for the purpose of developing the powers of quickness, alertness, observation, and individuality, as well as for recreational purpose.

They are closely associated with imaginary plays and games. However, more attention is given to the correct form of the movement. Mimetic exercises may be used in the classroom to teach the form of different athletic events to large numbers at the same time. They may also be used during the recreational drills.

1. Advance and Clap (2/4 tempo)

- a. Clap hands over head, raising the arms sideward-upward, and step left foot forward—ONE!
- b. Raise the right knee forward, clap the hands together under the knee, arms moving sideward-downward—TWO!
- c. Step forward right, clapping hands over head—THREE!
- d. Raise the left knee forward, clap hands together under left knee, arms moving sideward-downward—FOUR! Repeat three times, coming to position on the last count.

2. Archery (2/4 tempo)

- a. Starting position. Raise the arms forward, fists clenched, facing and touching each other—RAISE!
- b. Step backward left, turn body a quarter turn to the left, and pull left arm backward to a forward bend position as if pulling back bow string—ONE! (Look forward).
- c. Bring right foot back to the left and stretch the left arm forward—TWO!
- d. Step backward right, turn body a quarter turn to the right, and pull right arm backward to a forward position—THREE!
- e. Bring the left foot back to the right and stretch the right arm forward—FOUR! Repeat three times, coming to position on the last count.

3. Steamboat (3/4 tempo)

- a. Lunge sideward left, body bending sideward left, and raising arms sideward, finger tips of left hand touching floor—ONE!
- b. Raise body and stretch left knee—TWO! (arms remain sideward).

- c. Bend the right knee, body bending sideward right, finger tips of right hand touching floor—THREE!
- d. Raise body and stretch right knee—FOUR! Repeat, coming to position on count four, snapping the feet and bringing the arms to the sides. Repeat, starting to the right.

4. **Swimming** (3/4 tempo)

- a. Lunge obliquely forward left, raising the arms obliquely forward, palms down and thumbs touching—ONE!
- b. Reverse the knee bending, bending the body backward, and moving the arms sideward, palms leading—TWO!
- c. Reverse the knee bending, bend the arms forward, then stretch them forward, reaching as far as possible to No. 1 position—THREE!
- d. Reverse the knee bending, bending the body backward and moving arms sideward, palms leading—FOUR! Repeat, ONE, TWO, THREE, FOUR, coming to position on count four by bringing the right foot up to the left and lowering the arms sideward-downward. Repeat, starting to the right. The class gains ground forward.

5. **Rowing** (2/4 tempo)

- a. Lunge forward left, bending body forward, raising arms forward and touching the finger tips to floor in front of left foot—ONE!
- b. Reverse knee bending, body bending backward, bend arms, raising the hands to the waist, fists clenched as in rowing—TWO!
- c. Lower body forward, right knee remaining bent, step backward left, and stretch the arms forward, finger tips to the floor—THREE!
- d. Reverse the knee bending, body backward, bend arms at waist, fists clenched—FOUR! Repeat, coming to position on count four by bringing the left foot back to the right and lowering the arms. Starting to the right. The class gains ground to the rear.

6. **Teamster's Warming** (6/8 tempo)

- a. With a quarter turn to the left, jump to a side-stride position, raising the arms sideward, palms facing forward—ONE!
- b. Jump with feet together, flinging the arms across the body so that each hand is on the opposite shoulder—TWO!
Repeat until whole turn is made—THREE! FOUR! FIVE! SIX! SEVEN! EIGHT! On "EIGHT," come to position by jumping with the feet together and lowering the arms. Repeat, starting to the right.

7. Jump and Clap (6/8 tempo)

- a. With a quarter turn to the left, jump to a sideward stride position, raising the arms sideward-upward and clapping the hands over the head—ONE!
- b. Jump with feet together, lowering the arms sideward-downward and clapping the hands together behind the back—TWO!
Repeat until whole turn is made—THREE! FOUR! FIVE! SIX! SEVEN! EIGHT! On "EIGHT," come to position by jumping with feet together and lowering the arms. Repeat, starting to the right.

8. Wood Chopping (3/4 tempo)

- a. Jump to a side-stride position, twisting the body to the left and clasping the hands over the left shoulder—ONE!
- b. Bending the body forward-downward, swing the arms forward downward to the floor—TWO!
- c. Body raising and twisting to the right, swing the clasped hands forward-upward and over the right shoulder—THREE!
- d. Bending the body forward-downward, swing the arms forward and downward to the floor—FOUR! Repeat, coming to position on count "FOUR" by jumping with feet together and lowering arms. Repeat, starting to the right.

9. Scythe Swinging

This is an imitation of the movements of a man when swinging a scythe to mow grass or grain. The starting position—the right arm is extended sideward, downward, and outward; the left forearm across the front of the body about the waist level; the body is twisted to the right. At the command "Swing!" the arms are swung vigorously across the body from right to left, the left arm becoming extended downward, sideward, outward, the right forearm across the front of the body about the waist level, the body twisted to the left. This movement should be done three or four times in each direction.

10. Shoveling Snow (3/4 tempo)

- a. Lunge diagonally forward left, swinging the bent arms sideward right, then diagonally downward and forward left (as if wielding a heavy shovel) and bending body diagonally forward—ONE!
- b. Reverse the knee bending, bending body backward, swinging the arms diagonally forward-upward and across in front of the body with a jerk, as if throwing the shovel full of snow into a wagon on the right—TWO!
- c. Reverse the knee bending, bending body diagonally forward, swing the arms diagonally downward and forward—THREE!
- d. Repeat TWO. Repeat, coming to position on count "FOUR" by bringing the right foot up to the left and lowering the arms.

Repeat, starting to the right and throwing the snow over the left shoulder.

11. **Picking Cherries** (3/4 tempo)

- a. Raise heels, bending body backward; bend the left arm to form a basket, look upward, and raise the right arm forward-upward and pick cherries—ONE!
- b. Lower heels, raise body, lower right arm and drop cherries into the basket, bending head to look in—TWO!
- c. Repeat—THREE! FOUR! FIVE! SIX! SEVEN! EIGHT! On count "EIGHT" come to position by lowering the heels and arms. Repeat, forming basket with right arm and reaching up with left.

12. **Throwing Snowballs** (3/4 tempo)

- a. Knees deep bend, lean forward and pick up big handfuls of snow—ONE!
- b. Stand up and squeeze the snow with both hands, packing it into a snowball—TWO!
- c. Twist the body to the right, snap right arm back preparatory to throwing, extend the left arm forward—THREE!
- d. Extend the right arm forcibly forward, lowering the left arm downward and backward, and lunging forward left, body bending forward—FOUR! Repeat, throwing with the left arm, and lunging right forward.

13. **On Your Mark! Get Set! Go!**

At the command "*On your mark!*" the pupils take the first position in the crouching start. "*Get set!*"—they take the second position. "*Go!*"—they all race forward.

Crouching start—"On your mark!"—Step back with right foot, rest right knee on floor opposite left instep, rest fingers on the floor on a line with the left toe, thumbs about fifteen inches apart, head held down.

"Get set!"—Raise right knee about six inches from the floor, head up, eyes straight front, weight over arms.

14. **Baseball Batting** (3/4 tempo)

- a. Step back on right foot, twisting body to the right, hands over right shoulder, right hand on top, as if holding bat—ONE!
- b. Swing bat at ball, sway weight onto left foot—TWO!
- c. Sway weight back onto right foot, and swing arms over right shoulder—THREE!
- d. Come to position by bringing the left foot back to the right and lowering arms. Repeat, starting to the left, and batting left-handed.

15. **Putting the Shot**

- (1) a. Place right foot back, bend right knee, twist body to right, right hand open as if holding shot close to ear,

- elbow away from body, left arm extended diagonally upward.
- b. Jump forward with an about face to left, bring right foot in front and bend right knee slightly, extend right arm diagonally upward, left arm parallel with left leg.
- c. Return to first position.
- d. Bring right foot to left and hands to sides.
- (2) a. Count "ONE!" as in (a).
- b. Count "TWO"—sway weight forward on right foot (without jump), bend right knee slightly, extend right arm diagonally upward, left arm backward.
- c. This exercise should be done alternately right and left.

16. Diving

- (1) a. Jump with feet apart, bend body forward, and extend arms to floor, thumbs together.
- b. Straighten up, arms moving in dog-paddle fashion until arms are extended forward at shoulder height, thumbs touching.
- c. Sweep arms outward in horizontal plane as in breast stroke, at the same time exhale vigorously.
- d. Jump to position, hands at sides.
- (2) a. Raise arms high above head, hands together.
- b. Extend right leg backward, bend left knee slightly and dive with the head and arms downward until the fingers touch the floor.
- c. Assume second position, but with left leg backward. (This form of diving should be used for classes of boys only.)

17. Rocking Horse (Gymnasium)

- a. Bend knees deeply and place hands on floor—ONE!
- b. Extend legs backward and drop body to floor, face downward—TWO!
- c. Bending backward, grasp legs between knees and ankles with hands—THREE!
- d. Rock (forward and back on chest and abdomen)—FORWARD! BACK! (Eight counts, using verbal command.)
- e. Extend legs backward and place hands on floor—FOUR!
- f. Jump to knee bend position—FIVE!
- g. Return to standing position—SIX!

18. Rowing Boat

Boys and girls should be in separate rows.

Fixed Seats in Classroom

- a. Class stand, facing seats—ONE!
- b. Climb into boats (sit on desks, feet on seats, facing back of room)—TWO!

- c. Place hands on shoulders of one in front—THREE!
- d. Row—FORWARD! BACK! (Bend body forward and back from hips. Repeat, eight counts, using verbal command.)
- e. Remove hands from shoulders, stand in aisle, facing front—FOUR!

Movable Seats in Classroom

- a. Class stand, left foot forward, place hands on shoulders of one in front—ONE!
- b. Row—FORWARD! BACK! (Bend body forward and back from hips. Repeat, eight counts, using verbal command.)
- c. Return to fundamental position—TWO!

Gymnasium or Playground

- a. Class sit on floor, one behind the other, legs extended and apart, arms extended, hands placed on shoulders of one in front—ONE!
- b. Row—FORWARD! BACK! (Repeat, eight counts, using verbal command.)
- c. Return to fundamental standing position—TWO!

19. Horseback Riding

Suitable for lower grades in gymnasium, or on playground. Number row 1-2, 1-2, etc.

- a. Rows numbered one (horses) get down on floor on hands and knees—ONE!
- b. Rows number two (riders) sit astride horses—TWO!
- c. Ride forward four to twelve steps—GO!
- d. Horses and riders—CHANGE!
- e. Ride back to places—GO!
- f. POSITION!

20. Sawing Wood

School room, gymnasium, playground. Number rows 1-2, 1-2, etc.

- a. Rows number one face rows number two, all bend arms to grasp handle of saw, and left foot forward—PLACE!
- b. Rows number one push saw forward, rows number two pull saw back—ONE! (On count two movements alternate.) Repeat eight to twelve times, using counts 1-2, 1-2, etc.
- c. POSITION!
Return to fundamental standing position, facing front.

21. Pumping Tires

Schoolroom, gymnasium, or playground. Number rows 1-2, 1-2, etc. Either face front or rows face each other.

- a. Grasp pump handle with both hands, place left foot forward—ONE!
- b. Bend and straighten body in action of pumping tires—DOWN! UP! (Repeat eight times, using verbal command.)

c. **POSITION!**

This exercise may be performed by having rows of number one bending, as rows number two straighten.

22. Wheelbarrow

Gymnasium or playground. Number rows 1-2, 1-2, etc.

Sufficient space should be allowed between rows to enable class to take wheelbarrow position without crowding.

Left—**FACE!**

- a. Rows number one, bend knees and place hands on floor—**ONE!**
- b. Extend legs backward (simultaneously)—**TWO!**
- c. Rows number two, bend body forward and grasp ankles of rows number one—**THREE!**
- d. Push wheelbarrow forward six steps—**GO!** (Rows number one walk on hands.)
- e. Rows number one and rows number two—**CHANGE! ONE! TWO! THREE!** (Same positions as counts one, two, three, above.)
- f. Walk back to places, slowly, on tiptoes—**GO!**
- g. **POSITION!**

After starting positions have been learned teachers may say:

Rows number one—wheelbarrows

Rows number two—push wheelbarrows

POSITION! ONE! TWO! THREE!

G. FUNDAMENTAL RHYTHMS

In rhythmic plays or rhythmic steps, the aim is to give expression, provide recreation, and educate the pupils in the power of coordination. They are used as preparatory and supplementary steps to the teaching of folk dancing.

The following are fundamental rhythms to be used throughout the first three grades.

Music references are given where music is not printed.

1. Walking

Marche—Music—"Marche for Use in Schools" by Surette.

Dolls—The fun in playing this is the uncertainty as well as the mechanical character of the movement. Dolly almost falls over now and then.

Music—"Rhythms of Childhood." Crawford and Fogg, p. 51.

Ducks—They waddle along with wings flapping. Once in a while their heads disappear looking for worms.

Music—"Music for the Child World." Volume II, p. 116.

Elephants—Down the street the elephants swing with slow, cumbersome steps, their trunks almost sweeping the ground.

Music—"Rhythms of Childhood." Crawford and Fogg.

Bears—Old Bruno is fat and clumsy, whether on all fours or doing tricks on his hind legs.

Music—Russian Folk Song, "Brother Ivan" by Crawford—Dramatic Games and Dances, p. 43.

Giants—Fee Fi Fo Fum—Seven-league boots and a great big club.

Music—"Rhythms of Childhood," p. 71.

Going to Church—Children imitate the reverent manner in which they go to church.

Music—"Rhythms of Childhood," p. 25. Crawford and Fogg.

References—Dance Rhythms

LaSalle, Dorothy, "Rhythms and Dances for Elementary Schools." A. S. Barnes and Co., New York. 1936.

Ocker, W. A., "Physical Education for Primary Schools." A. S. Barnes and Co., New York. 1929.

Shafer, Mary, and Mosher, Mary Morgan, "Rhythms for Children." A. S. Barnes and Co., 1938.

Shafter, Mary Severance, "Dramatic Dances for Small Children." A. S. Barnes and Co., New York. 1930.

H. DANCE RHYTHMS

1. The Spring Fairies

The seeds (children) lie scattered and in small groups. Rain fairies, sun fairies, (and any other fairies the children may suggest) dance among the seeds, casting upon them their magic spell. Measure 4 repeated. The seeds sprout and grow to be plants. After they have become tall flowers they sway softly in the breeze. Measures 9-16—The fairies invite the flowers to dance with them. Measures 17-20—The fairies and flowers dance, some running, some skipping, some twirling, each doing what the music or idea prompts. At the end the flowers go back to their places. Last eight measures played twice.

Music reference: "Music for the Child World"—Hofer, Vol. III.

Water Sprites. Description—Miss Ruth H. Sims.

2. Little Playmate

Formation: Double circle, partners facing each other.

Song

1. Little playmate dance with me,
2. Both my hands I give to thee,
3. On our toes, away we go, up and down the merry row.
4. Repeat "3."

Action

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. With your head go nip, nip, nip, 2. With your fingers snip, snip, snip, 3. On our toes, away we go, up and down the merry row. 4. Repeat "3." | <ol style="list-style-type: none"> 1. Bow to partner. 2. Partners join hands, extending arms gracefully. 3. Hop (gallop) sideways in line of march. 4. Repeat "3" in opposite direction. |
| <ol style="list-style-type: none"> 1. Nod head three times on the word "nip." 2. Snap fingers three times while holding hands overhead. 3. Hop (gallop) sideways in line of direction. 4. Repeat "3" opposite way. | |

3. The Tight Rope Walker

The tight rope walker bows formally to the audience, first to the right then to the left. Balancing himself with a huge parasol he moves forward to the center of the rope, where he performs more difficult stunts, first kneeling, then standing, again to surprise his audience with a succession of quick springs from both feet. After this difficult feat he jumps to the ground and makes his final bow.

Measures 1-2—Bow to audience.

" 3-8—Walk to the center of the rope.

" 9-10—Kneel and rise.

" 11—Spring with right foot in front.

" 12—Spring with left foot in front.

" 13—Spring twice right and twice left foot forward.

" 14—Spring changing right, left, right and left.

" 15-16—Jump down and make a deep bow.

Music—The Magic Flute—by W. A. Mozart.

I. GAMES

The following games have been grouped by grades, with the feeling that they cannot be advantageously played in any grade earlier than that in which they are placed. Any game may be played in a later grade, and many of them should be.

A game should be played until well learned, as only after thorough learning does it become attractive and recreational. Nevertheless, a variety of games should be taught and played. Lack of interest in a game is usually due to overuse, or to poor teaching.

1. Grade One

Squirrels in Trees. (Goal Game) Have three players stand so as to represent a hollow tree. This is done by making a small circle, pupils taking hands or placing hands on each other's shoulders, facing the center of the circle. A fourth player stoops within the circle to represent a squirrel. Have the others notice how this is done, and then have them all form groups of four in the same way. There must be an extra player who is a squirrel without a tree. When the teacher claps hands, the squirrels must change trees, and the homeless squirrel tries to get a tree. This leaves another squirrel out, and the game is repeated. After a time, have each squirrel choose one of the players of the tree to change places with him, so that all may have a chance to be squirrels. If there are two extra players, have them both be squirrels hunting a home.

Cat and Mice. (Tag Game) The players form a circle, with two or three players in the center. These are the mice. The old cat creeps around on the outside of the circle and finally is allowed to enter. The mice cannot go outside the circle. The cat chases them around inside the circle, and as each mouse is caught he takes his place with the other players in the circle. The last mouse caught becomes the old cat for the next game.

Squirrel and Nut. All the players but one sit at their desks, with heads bowed on the arms as though sleeping, but with one hand outstretched. The odd player, who is the squirrel and carries a nut, runs up and down the aisles and drops the nut into one of the outstretched hands. The player who gets the nut jumps up and chases the squirrel, who is safe only when he reaches his own nest (seat). All the other players wake up and watch the chase. If the squirrel is caught before he reaches his nest, he must be squirrel the second time. If he reaches his desk safely, then the other player becomes the squirrel.

Birds. Each row takes the name of a bird. When the teacher calls the name of any bird—for instance, the “blue birds”—all the blue birds fly around the room, finally returning to their seats, when another bird is called. This continues until they have all been called.

Skip Tag. All players but one form a circle. The odd one skips around on the outside of the circle and tags another player. The one tagged skips after the tagger, trying to catch him. If he is caught, he must be “it” again; but if he reaches the vacant place first, he is safe, and the other player becomes “it” and skips around the circle, beginning a new game.

Who's Afraid of the Tiger? (Goal Game) Two goal lines are drawn parallel, about thirty feet apart. This distance may be increased according to the ability of the players. All the players but one line up behind one goal line. The odd player is the “Tiger” and stands in the space between the two goals. He calls, “Who's afraid of the Tiger?” The others answer, “No one,” and immediately run toward the opposite goal, the “Tiger” trying to catch them before they have safely crossed the goal line. All players caught assist in catching the remaining players, but

only the original "Tiger" may ask the question, and no player may cross the line until the answer is given. The last one caught becomes the "Tiger" for the next game.

Slap Jack. All the players but one stand in a circle. The odd one stands inside the circle. Those in the circle bend their elbows, which should touch their sides, and extend their hands in front with the palms down. The object of the game is for the one in the center to slap the extended hands of any player in the circle. The circle players may bend the hands downward or sideward, but may not withdraw the arms or change the position of the elbows. Anyone slapped in this way changes places with one in the center.

In the schoolroom, this game may be played in groups, with the players seated instead of in a circle. Two rows face each other to form a group, and the one who is "it" walks up and down the aisle. It is necessary to have one extra player for every two rows to be "it."

Pussy Wants a Corner. (Goal Game) Each player but one has a goal. This goal may be a chair, desk, corner, mark or other object. The one who has no goal goes up to another player and says, "Pussy wants a corner." The answer is, "Ask the next door neighbor." During this time the others change goals, and the odd one tries to get one. When he has tried several times without success, he may go to the center of the playing space and call "All change," and all must change goals, thus giving him a better chance. The one left out is "it," and the game begins as before.

Drop the Handkerchief. All the players but one stand in a circle. The odd player runs around on the outside of the circle, carrying a handkerchief, which he drops behind one of the players. The players in the circle must not look around as the runner passes, but must face the center of the circle. As soon as a player discovers that the handkerchief has been dropped behind him, he must pick it up and as quickly as possible chase the one who dropped it. Whichever player reaches the vacant place first is safe, and the one left out takes the handkerchief and is "it" for the next game.

I say "Stoop." (Imitative) A leader stands before the class, all of whom are standing, and says, "I say 'Stoop,'" and at the same time imitates the command, stooping and rising as in deep knee bend. All the players must stoop also; but if the leader says, "I say 'stand,'" they must all remain standing. The leader tries to fool the players by stooping when he gives the command to "stand" and vice versa. If he sees any player stooping or standing at the wrong time, that player must be seated. The last one remaining standing may be the next leader.

Another and better way of playing the game is to have the first one caught come to the front and be the leader.

Catch the Handkerchief. One player is chosen to be "it." The others form a circle, facing inward, feet apart, hands open behind their backs, palms up. The one who is "it" runs outside the circle, and drops a handkerchief or other article into the open palm of one of the players

in the circle, and keeps on running in the same direction as he has been going. When the other player feels the handkerchief in his hand, he starts around the outside of the circle in the opposite direction from the other runner. Each tries to reach first the open place which the second player has just left. Whoever reaches this place last is "it" for the next play. As they pass each other, when running about the circle, they should pass to the right.

Imitation. The teacher or a chosen child acts as leader, doing various gymnastic exercises or fancy steps. The others imitate. The best imitator may be chosen as the next leader.

2. Grade Two

Bird Catcher. (Tag Game) Mark out a nest in one corner of the room and mark a cage in another. A mother bird is chosen, who takes her place in the nest.

Another player is chosen to be the "Bird Catcher" and stands midway between the cage and the nest. If played in the classroom, the remaining players sit in their seats, but if played in a gymnasium or out-of-doors, they stand beyond a line at the farther end of the ground, which is called the forest. Name these players in groups of three or four after different kinds of birds. The groups should scatter so that all the robins and sparrows will not come from the same place.

The mother bird calls the name of a bird and all the players having that name run toward the nest, the bird catcher trying to intercept them. All birds caught are put in the cage. After all the birds have been called, see whether the nest or the cage has the most birds. If the class is large, it is better to have two catchers. The children will enjoy having the bird catchers form a door to the cage with raised arms, and all other players count the birds as they come out.

Fox and Squirrel. (Goal Game) Have three players stand so as to represent a hollow tree, pupils taking hands or placing hands on each other's shoulders, facing the center of the circle. A fourth player stoops within, to represent a squirrel. Have the other players notice how this is done, and then have them all form groups of four in this way. There must be an odd squirrel and also another player who is a fox. The fox chases the odd squirrel, who can escape only by going into a tree. But the tree will hold only one squirrel; so the squirrel who was in the tree must run out as soon as the other squirrel enters, and the fox chases this one. Any squirrel tagged by the fox while out of a tree becomes a fox, and the fox becomes the squirrel and must instantly run away to get in a tree to avoid being caught. Frequently change the players who are taking the parts of trees and squirrels and foxes so that all may have a chance to run. This is a good game for outdoors.

Good Morning. (Goal Game) All players but one form a circle, facing inward. The odd one goes around outside of the circle and taps another player on the back. They run around the circle in opposite ways and on meeting they must stop, shake hands, bow, and say "Good Morning" three times, then run on in the same direction as before. The

one reaching the vacant place first is safe, and the one left out is "it" and starts a new game.

Group Racing. (Group Contest) The players in each row of seats form different groups. The rows race to find which can run around its own row and be seated first. The winners of two such races compete in the same way, thus finding the champion row for the day. In every race each player must go entirely around the row of seats to which he belongs, seating himself from the side where he arose.

It is better not to have two adjacent rows racing at the same time as there is danger of collision. It is better to designate every other row, and have the alternate rows race together.

Run for Your Supper. (Goal Race) Players stand in a circle. One player goes around the inside of the circle, holds out his hand between two players, and says, "Run for your supper." These two run around in opposite ways outside the circle, the first one reaching the vacant place winning. The other player now walks around inside the circle, and starts the next runners. The game may be varied by having the player inside the circle change the command to "Skip for your supper," "Walk," "Hop," "Fly," "Gallop," etc.

Bean Bag Toss. (Imitative) The chosen leader tosses a ball or bean bag to the different players, who immediately return it to the leader. At first any kind of throw may be used, but later the ball must be returned by the kind of throw the leader uses. It is a miss to drop the bean bag or to throw it beyond the reach of the leader.

Squat Tag. One player is chosen to be "it." The others scatter around the room. The one who is "it" tries to tag the players, who can escape only by squatting (knees bent). They are free from being tagged as long as they hold this position. When the one who is "it" is not near, they stand up. Each player may use this method of escape only three times and then they can escape only by running. The player who is tagged becomes "it," and the game begins again.

Catch Ball. The players are numbered and scattered. One tosses a ball, at the same time calling the number of some player. This player must run forward and catch the ball before it has bounded more than once. Any player successful takes the place of the first tosser. Anyone who fails rejoins the others, but three failures put him out of the game.

Bean Bag Passing Race. The children are divided into two or more teams, or sides, of equal numbers. Each team is lined up in an aisle, on the rear desk of which are a number of bean bags. In front of each aisle is a box or a basket. At a signal, the bags are taken one at a time from the desk, passed down the line by each child, and thrown into the basket by the one in front. The team finishing first wins.

3. Grade Three

Bean Bag Circle Toss. All players form a circle, separated from each other by a small space. Every other player should have a bean bag. At the signal from the teacher, each player turns toward his right-hand

neighbor, tosses his bag to him, turning at once to receive the bean bag which is coming to him from the left. The game should move rapidly, as the aim is to develop quickness and skill. When the tossing has gone once or twice around the circle to the right, the direction should be changed to the left. It is well to have one of the bags a different color from the others, so as to know when the circle has been completed.

When the players become proficient in this form of the game, more bean bags may be added, until all players but one have a bag.

The Night Before Christmas. (Tag Game) Players are in a circle or in their seats. Give each player the name of something connected with the story of Santa Claus, as sled, reindeer, snow, fur coat, chimney, Christmas tree, stocking, candy, pop corn, horn, drum, etc. One chosen to be "it" must stand in the center, or in front of the room, and tell a Christmas story. Whenever he mentions the name of any of these things, the one who has that name must turn around. If the name of Santa Claus is mentioned, all must turn around. Any player who can be tagged by the one who is "it" before he has turned completely around, becomes "it," and must go on with the story. The circle must be of the right size to make this game successful. If seats are available, the players may sit, and then the circle should be larger. If played in the classroom, the players should sit in their own seats, and the player who is "it" may walk up and down the aisles.

This game may be adapted to any holiday, such as Thanksgiving, Easter, etc., by taking the names connected with such holiday.

Exchange Tag. Players are seated in their own seats. The one chosen to be "it" stands in front of the rows of seats. The teacher calls the names of two players who must try to change seats before the one who is "it" can tag either of them. The one tagged is "it." If neither is tagged, the same one remains "it" and two other names are called.

Fox and Rabbit. Two bean bags should be used, one white and one red. The white one represents the rabbit, and the red one the fox. One child in the circle is given the "rabbit," which he sends around the circle by passing it quickly to the one next to him, and so on. A moment later the "fox" is started, giving chase to the rabbit. The "rabbit" must reach the starting point before it is overtaken by the "fox."

This game may also be played with the children seated in their own seats. The bags are then passed back in one row and forward in the next, and so on.

Cat and Rat. (Tag Game) Players are in a circle, grasping hands. One player is outside and is the cat; another is within and is the rat.

The cat says, "I am the cat." The rat replies, "I am the rat." The cat says, "I will catch you." The rat says, "You never can." The cat then tries to tag the rat. The players assist the rat by letting him pass under their arms, but prevent the cat from doing so. If it proves too difficult for the cat to tag the rat, have two cats chase the same rat. If there are forty or more players, it will be better to have two games. When the rat is caught, let those who have been running go into the circle and choose other runners.

Follow the Leader. One player who is especially resourceful or skillful is chosen as leader. All the others form in single file behind him, and imitate anything he does. The leader aims to keep the line moving, and sets hard tasks for them. He should go over and under obstacles, touch high points by jumping, etc. Anyone failing to perform the task drops out of the game, or pays a forfeit, as is decided beforehand.

Poison. A circle is marked in the floor or ground, one-third as large as one formed by the players clasping hands outside it. Each player tries to push or pull the others into the marked circle, but to keep out of it himself. Anyone who touches the ground within the circle, if with only one foot, is said to be poisoned. (This game may be played stopping at this point.)

As soon as this happens, the players cry "poison" and at once break the circle and run for safety to avoid being tagged by the one who is "poisoned." Safety consists in standing on wood. The nearest chip will answer, but growing things are not counted. Any other material may be named as safety. Anyone caught before reaching safety or in changing places becomes a catcher, and when all have been caught the ring is once more surrounded.

Simon Says. (Two to sixty players) The players are standing as they would for a gymnastic lesson. The teacher gives gymnastic commands to the class, with the variations that she may precede the command with "Simon says." Thus—"Simon says, Attention!" "Simon says, Left—face!" "Simon says, Hands on hips—Place!" So long as Simon says to take exercise, the players follow command. But if the teacher should say, "Arms sideward—Raise!" and the command be taken by a player, that player must be seated. The player standing longest wins; or a time limit may be used, and the players standing at the end of the time win. The success of the game depends upon the quickness of response and the alertness on the part of the teacher to vary commands or to give them in quick succession.

J. FOLK DANCES

1. Suggestions for Conducting Singing Games

- a. All students and teachers who direct singing games should own and know how to use a chromatic pitch pipe.
- b. Supervisors of music in the city schools and directors of music in the teachers colleges can provide a key signature sheet which could be pasted on the inside cover of the song book and would greatly simplify the use of the pitch pipe. A few short drills will make the use of the pitch pipe easy for the teacher.

- c. The director of music can also show teachers how to start the songs—no knowledge of keys is necessary.
- d. All songs used for singing games should be within the limits of the treble staff. If the song is not printed in the proper key the director of music will suggest the suitable key.
- e. Teachers should be warned against wrong use of the child voice. Games that require considerable moving about should be played by one group—the song being sung by another group.
- f. Only the light, head tone quality should be used by children. It is possible and practicable to procure this immediately and it is of the greatest importance that it be maintained.

Line of Direction—This is a term which means directions of movement around the circle, the progression being clockwise unless otherwise specified.

2. Folk Dances—Grade I

Folk dances are arranged in estimated order of difficulty. It is desirable that the easier ones be taught first.

The Farmer in the Dell



Formation. The players form a ring, facing center with hands clasped. One is selected as "farmer" and stands within the circle while the others march or skip about him singing:

1. The farmer in the dell, the farmer in the dell,
Heigh oh, for Dario! The farmer in the dell.
2. The farmer takes a wife—etc., as in 1.
3. The wife takes the child—etc.
4. The child takes the nurse—etc.
5. The nurse takes the dog—etc.
6. The dog takes the cat—etc.
7. The cat takes the rat—etc.
8. The rat takes the cheese—etc.
9. The cheese stands alone—etc.

At the words, "The farmer takes a wife," the "farmer" chooses some one to come inside the circle and represent the wife. During the third verse the "wife" chooses the "child," etc., until the "cheese" has been chosen. Players then stand still, clapping while all but the "cheese" run to former places in circle. Repeat all with "cheese" as new "farmer."

Itiskit, Itasket



Formation. The players form a circle, facing center with hands joined. One player carries a handkerchief around the outside of the ring while all sing:

1. Itiskit, Itasket,
A green and yellow basket;
I wrote a letter to my love
And on my way I dropped it.
I dropped it, I dropped it,
And on my way I dropped it.
2. Itiskit, Itasket,
A green and yellow basket;
Some one of you has picked it up
And put it in your pocket;

It isn't you—it isn't you—
It isn't you—it isn't you.

When the song is completed, the player outside drops the handkerchief, calls out, "It is you!" and runs on around the circle. The player behind whom it was dropped picks up the handkerchief, runs around the circle in the opposite direction, striving to reach the vacant place before the one who dropped the handkerchief. The player who is beaten in the race for the vacant place takes the handkerchief for the next round.

How D'ye Do, My Partner



Formation. Double circle, partners facing each other.

How d'ye do, my partner,
How d'ye do today?
Will you dance in the circle?
I will show you the way.

Chorus

Tra, la, la, la, la, la, etc.

- While all sing the first line, the players in the outside ring make a low curtsy to those on the inside. Measures 1-2
- While all sing the second line, the players on the inside return the curtsy. Measures 3-4
- Partners, joining crossed hands and turning in order to stand side by side, sing the third and fourth lines. Measures 5-8
- During the singing of the chorus the players skip in the outside ring, step forward and join a new partner. Partners face each other, and the game is repeated. Measures 1-8

Washing the Clothes



Formation. Single circle, partners facing each other.

Dancers bending forward, go through scrubbing motion with the words:

We will wash our clothes, we'll wash them;

We will wash our clothes just so;

Measures 1-4

We will wash our clothes, we'll wash them;

We will wash our clothes just so.

Repeat Measures 1-4

Movements for rinsing, wringing, hanging, and stretching the clothes may be performed, each time substituting the appropriate word in the song, as "We will rinse our clothes."

Measures 1-4

* Hands on hips. Touch right toe across left, replace foot, heels together. Repeat, left foot.

Measures 5-6

Repeat, right and left, twice.

Measures 7-10

Whole turn to the right with three stamps, clapping the hands three times.

Measures 11-12

All join hands in single circle and starting with the left foot, run in the circle clockwise sixteen steps.

Measures 1-4 and

Repeat in the opposite direction and finish with three stamps.*

repeat
Measures 5-12

* The section between the asterisks is to be repeated after each verse of the song.

Dance of Greeting



Formation. Single circle. Partners facing center, hands on hips. Boy on left of each couple.

- a. Clap hands twice, turn to partner and bow. Measure 1
- b. Clap hands twice, turn to neighbor and bow. Measure 2
- c. Stamp twice (right, left). Measure 3
- d. Turn around in place to left, with four quick running steps. Measure 4
- e. Repeat a, b, c, d. Measures 1-4
- f. Join hands in circle, and starting with the left foot, run sixteen steps clockwise. Measures 5-8
- g. Turn and run sixteen steps counterclockwise. Measures 5-8
Repeat all.

The Shoemaker's Dance



Formation. Double circle, partners facing each other.

- a. With arms shoulder high, and hands tightly closed, elbows bent and hands in front of chest, roll one arm over the other away from body three times and then reverse. Measures 1-2
- b. Pull hands apart and jerk elbows backward twice. Measure 3
- c. Clap hands three times. Measure 4
- d. Bend and straighten knees, keeping back straight, reaching down with right hand. Measure 5
- e. Pound left hand on right with fingers closed as if driving peg, three times. Measure 6
- f. Repeat movements d and e. Measures 7-8
- g. Repeat first four measures, but tap instead of clap in measure 4. Measures 1-4
- h. Skip around circle eight skips. Measures 5-8
Repeat all.

If desired, the following words may be sung while giving the dance:

Wind it this way, wind it that way;
 Pull it tight and clap, clap, clap.
 Wind it this way, wind it that way;
 Pull it tight and clap, clap, clap.
 Pick it up and pound it in,
 Pick it up and pound it in.

2. Same as first, but use "tap" instead of "clap," and for last lines:

Now at last our work is done,
Now we skip and have some fun.

Shifty Shadow



Formation. Single circle facing line of direction, or in schoolroom two rows around one row of desks.

1. Little (1) flitting shifty shadow,
I would like to fly with you;
We (2) will dance and skip together,
Just what I do, you do, too.
2. First (3) we'll be a robin flying,
Spreading wide his big, brown wings;
Then (4) we'll rest on the waving tree tops
While (5) the robin sits and swings.
3. Here's (6) a rabbit, shifty shadow;
See (7) him wag his ears at you.
Here's (8) a little fish a-swimming
In the water deep and blue.
4. Here's (9) a funny little Brownie
Treading softly on his toes;
Hurry, hurry, little shadow,
You must go where Brownie goes.

First verse (two rows around one row of seats)

- (1) Look behind as if looking at shadow and wave both hands, first over left and then over right shoulder.
- (2) Eight skips forward.

Second verse (facing front of room)

- (3) Extend arms at sides and wave in imitation of flying.
- (4) Place hands together and rest head on them.
- (5) Slight swaying of body from side to side.

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Third verse (facing front of room)

- (6) Place hands over head, with all fingers closed except first two on each hand.
- (7) Wave fingers forward and backward.
- (8) Hands together in front of body, imitate fish swimming.

Fourth verse (two rows around one row of desks)

- (9) Forefinger raised at either side of face and moved alternately up and down. Run around on toes, taking short steps.

Hickory, Dickory Dock



Formation. Couples stand in single circle, facing one another. Dance should accompany words as directed below:

Hickory, dickory dock, tick tock,
The mouse ran up the clock, tick tock,
The clock struck one, see the mouse run,
Hickory, dickory dock, tick tock.

I. First part (measures 1-8)

- a. "Hickory, dickory dock, tick tock."
With arms raised above head, sway from side to side.
- b. "The mouse ran up the clock, tick tock."
Partners change places with quick, little running steps.
- c. "The clock struck one."
Partners clap right hands.
- d. "See the mouse run."
Partners change places.
- e. "Hickory, dickory dock, tick tock."
Partners, with hands raised, sway from side to side.

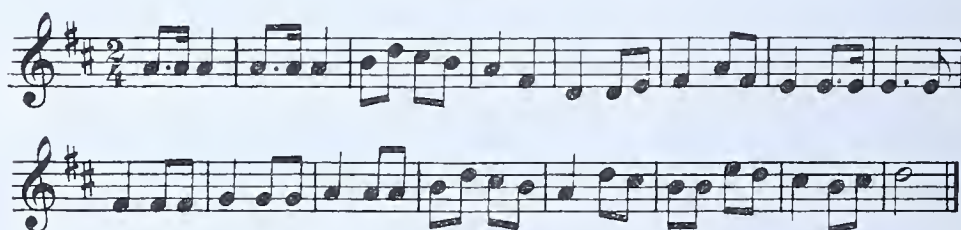
II. Second part (measures 1-8 as in Part I)

- a. Partners join hands, take three slides in line of direction, two stamps, three slides back and two stamps, join right hands, take three slow steps, change places and make a deep curtsy.
- b. Join left hands, take three steps back to original place and curtsy.

3. Folk Dances—Grade II

Folk dances are arranged in estimated order of difficulty. It is desirable that the easier ones be taught first.

Soldier Boy



Formation. Children march one by one, in twos, or in fours. The teacher or a pupil leader may designate change in activities.

Soldier boy, soldier boy, where are you going?
 Bearing so proudly the red, white and blue?
 I'm going where country and duty are calling,
 If you'll be a soldier boy, you may go, too.

Paper soldier's cap and epaulets made by the children add much interest if worn during the march. The following characteristic activities may be imitated:

- a. Soldier caps—hands placed on heads with finger tips meeting in a point overhead.
- b. Knapsacks—arms folded behind.
- c. Horns—hands held to the mouth as if grasping trumpet.

- d. Charging with guns—aiming with the left arm extended, and right arm back for pulling the trigger.
- e. Waving flags.
- f. Drumming—snare and bass drums.
- g. Fifes—hands held back at side of mouth as in reality.
- h. Running—double-quick march.
- i. Saluting leader or American flag—each one as he passes by.
- j. High-stepping war horse—knees raised high in marching.

Did You Ever See a Lassie?



Formation. Single circle facing line of direction.

Did you ever see a lassie, a lassie, a lassie,*
 Did you ever see a lassie do this way and that?
 Do this way and that way, do this way and that way,
 Did you ever see a lassie do this way and that?

Players march around the room in a circle while singing the first two lines of the song. Stop facing center. On first "Do this way and that," one child who stands in the center imitates some activity. During the last two lines of the song all children imitate the leader.

Suggested Activities: Bowing, alternating to right and left; swinging folded arms in front of the body as if rocking a doll; motion as if waving a flag; rocking-horse, one foot a short step forward, hands holding reins, sway forward and back, changing the weight from one foot to the other, etc.; encourage original suggestions from the children.

* "Laddie" is sung if a boy is leader.

The King of France



Formation. The players stand in two groups facing each other, arranged two or more abreast like soldiers. Each group has a leader in the center as a king leading his army.

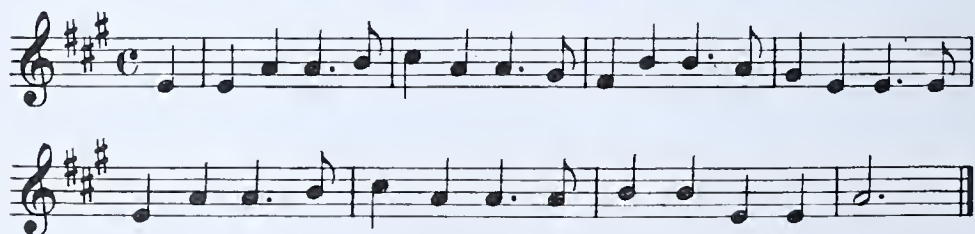
1. The King of France, with forty thousand men,
Marched up the hill and then marched down again.
2. The King of France, with forty thousand men,
Gave salute and then marched back again.

Repeat first line in all the stanzas, and use these second lines:

3. Beat their drums and then marched back again.
4. Blew their horns and then marched back again.
5. Waved their flags and then marched back again.
6. Drew their swords and then marched back again.
7. Shouldered arms and then marched back again.

The leaders take turns in singing the stanza, marching forward during the first line, and back again to their places during the second, illustrating the action to be taken by all. The stanza is then sung by both groups while advancing toward each other and retreating, performing the movements. The movements illustrated by the leaders are suitable to any army.

The Muffin Man



Formation. Children are selected to take places in four corners of the room, or whatever other spaces are allowed.

1. Oh, do you know the muffin man,
The muffin man, the muffin man;

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Oh, do you know the muffin man
That lives in Drury Lane?

2. Oh, yes, I know the muffin man,
The muffin man, the muffin man;
Oh, yes, I know the muffin man
That lives in Drury Lane.
3. Two of us know the muffin man,
The muffin man, the muffin man;
That lives in Drury Lane.
Four of us know the muffin man, etc.
Eight of us know the muffin man, etc.
All of us know the muffin man, etc.

As the first verse is sung, each skips in time with the music to some child seated in the room, and taking him by the hand, leads him to his space on the floor, singing the second verse. The little groups of two then join hands, and dance around in a circle singing the third verse. The play continues, each child choosing another as in the beginning, until all have joined some group.

Oats, Peas, Beans and Barley Grow

The musical score is written for piano in G major and 6/8 time. It consists of six systems, each with a treble and bass staff. The melody in the treble staff is simple and repetitive, using eighth and quarter notes. The bass staff provides a harmonic accompaniment with chords and single notes. The piece concludes with a double bar line and repeat dots in the final measure of the sixth system.

Formation. Single circle, hands joined, players run or skip about one who represents the farmer standing in the center.

THE CONDUCT OF ELEMENTARY PHYSICAL EDUCATION

1. Oats, peas, beans and barley grow,
Oats, peas, beans and barley grow;
Can you, or I, or any one know
How oats, peas, beans and barley grow?
2. Thus the farmer sows his seed,
Thus he stands and takes his ease,
Stamps his foot and claps his hands,
And turns around to view his lands.
3. Awaiting for a partner,
Awaiting for a partner,
So open the ring and choose one in,
Make haste and choose your partner.

- a. All sing the first verse. Measures 1-8
- b. Players drop hands and go through the motions indicated by the words of the second verse; sowing the seed with a broad sweep of the arm as though scattering seed from the hands; stamping the foot; clapping the hands; and at the end of the verse turning entirely around. Measures 9-16
- c. Players join hands again and circle around singing, "Awaiting for a partner," standing still for the last two lines, "So open the ring," etc. On these words the one in the center chooses one from the circle as partner. Measures 17-24
- d. The players skip around humming the tune through once or singing "La, la, la." The new partner then proceeds with the game from the beginning.

Looby Loo



(Introduction and chorus after each verse.)

Here we dance Looby Loo,
Here we dance Looby Light;
Here we dance Looby Loo,
All on a Saturday night.

1. Put your right hand in,
Put your right hand out,
Give your right hand a shake, shake, shake.
And turn yourself about.
2. Put your left hand in, etc.
3. Put your right foot in, etc.
4. Put your left foot in, etc.
5. Put your head way in, etc.
6. Put your whole self in, etc.

Formation. Single circle, all facing left with hands joined

THE CONDUCT OF ELEMENTARY PHYSICAL EDUCATION

Introduction and chorus. Players dance around the circle to the left with skipping, sliding, walking, or running steps.

Verses. Players stand facing the center. The action suggested by the words of the song is given in pantomime. The children should be encouraged to make large and vigorous movements.

Round and Round the Village



Formation. Single circle, facing center, hands joined. One player remains outside of the circle.

1. Go round and round the village
Go round and round the village,
Go round and round the village,
Go as we have done before.
2. Go in and out the windows, etc.
Go as we have done before.
3. Now stand and face your partners, etc.
And bow before you go.
4. Now follow me to London, etc.
As we have done before.

In this game the circle stands still during the first three verses and represents the houses of a village. On the fourth verse the players skip around to the left.

a. Outside player walks or skips around the circle during singing of first verse.

* From Crampton-Wollaston's "The Song Play Book," copyright, 1917, by A. S. Barnes & Co.

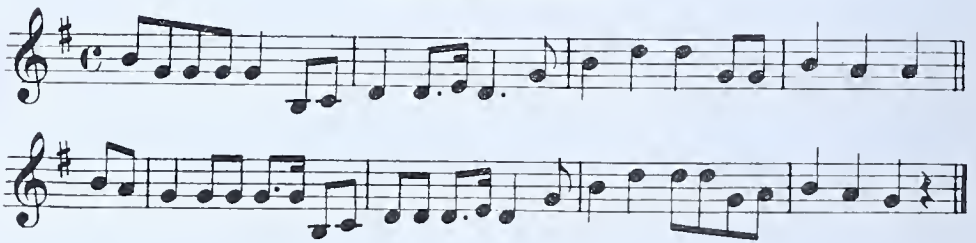
b. On the second verse the players forming the circle raise their clasped hands to represent windows, and the outside player passes in under one arch, out under the next, and so on.

c. While the third verse is sung the outside player chooses a partner and they perform the action indicated by the words of the verse.

d. These two run around the outside of the circle while singing the fourth verse.

The game is repeated with both of these players running around the village. When the third verse is sung, each of these players chooses a partner, thus making four players who are going round the village. The game continues in this fashion as long as desired.

Jolly Is the Miller



Formation. Class in double circle, boys on left, facing line of direction. One player in center of circle without a partner acts as miller.

Jolly is the miller, who lives by the mill;
 The wheel goes round with a right good will;
 One hand on the hopper and the other in the sack,
 The right steps forward and the left stays back.

The class marches in a circle while singing; with the completion of the song boys face about. The song is then repeated, the girls marching one way and the boys another. As soon as the song is again finished, the miller claps his hands three times. At this signal the miller and all players run for a partner, the pupil not getting one becomes the miller. Game is then repeated.

Chimes of Dunkirk



Formation. Double circle, partners facing each other, hands on hips.

- a. Stamp right, left, right, hold. Measures 1-2
- b. Slap one, two, three, hold. Measures 3-4
- c. Partners take hands and turn each other once around, with running steps in place. Measures 5-8
- d. Repeat all. Measures 1-8

If desired, at end of turn, partners may change, going forward one place.

I See You



Formation. Two double rows racing each other, about six feet apart. In each of these double rows those in the front rows are No. 1 and those in the back rows No. 2. Each No. 1 places hands on hips; each No. 2 places hands on the shoulders of his partner, No. 1.

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION

1. I see you, I see you,
Tra, la, la, la, la.
I see you, I see you,
Tra, la, la, la, la.
2. You see me and I see you,
Then you take me and I'll take you.
You see me and I see you,
Then you take me and I'll take you.

I. First part

- a. No. 2 bends first to the left and then to the right, looking over No. 1's shoulder at No. 2 in the opposite line.
Sing—"I see you, I see you." Measures 1-2
- b. No. 2 makes three quick movements of the head, leaning left, right, left, looking at No. 2 opposite.
Sing—"Tra, la, la, la, la." Measures 3-4
- c. Repeat a and b. Measures 5-8

II. Second part

- a. All clap hands on the first beat of the measure; and No. 2 skips forward, meets No. 2 from the opposite line; and joining hands, both swing around once to the left.
Sing—"You see me and I see you,
Then you take me and I'll take you." Measures 5-8
- b. All clap hands on the first beat of the measure and join hands with partner and swing around to the left, finishing with No. 1 in the rear of No. 2.
Sing—"You see me and I see you,
Then you take me and I'll take you." Measures 1-4

Repeat all, with No. 1 in rear. Parts I and II

4. Folk Dances—Grade III

Folk dances are arranged in estimated order of difficulty. It is desirable that the easier ones be taught first.

Here We Go Round the Mulberry Bush



Formation. On first and last verses single circle, marching or skipping in line of direction. During other verses face center, suiting action to words.

1. Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
So early in the morning.
2. This is the way we wash our clothes, etc.,
So early Monday morning.
3. This is the way we iron our clothes etc.,
So early Tuesday morning
4. This is the way we mend our clothes, etc.,
So early Wednesday morning.
5. This is the way we sweep the floor, etc.,
So early Thursday morning.
6. This is the way we bake the bread, etc.,
So early Friday morning.
7. This is the way we scrub the floor, etc.,
So early Saturday morning.
8. This is the way we go to church, etc.,
So early Sunday morning.

Ride a Cock-Horse



Formation. Double circle facing toward center, girls standing in the rear of partners, with hands on boys' shoulders.

Ride a cock-horse to Banbury Cross
 To see an old lady ride on a white horse.
 Rings on her fingers, and bells on her toes,
 She shall have music wherever she goes.

I. First part

- a. Four quick gliding steps toward center, starting with right foot. Sing—first line. Measures 1-2
- b. Face right, taking partner's hand, four skipping steps in line of direction. Sing—second line. Measures 3-4
- c. Partners face each other; boys with backs toward center, raise arms forward, upward, and wiggle fingers, jumping twice in place at the same time. Sing—"Rings on her fingers." Measure 5
- d. Partners grasp hands, boys place left heel forward, girls place right heel forward, touching toes of partner. Partners change feet. Sing—"And bells on her toes." Measure 6
- e. Turn partners to edge of the circle, with four skipping steps, raising the knees high. Measures 7-8

II. Second part (repeat song)

- a. Repeat first part, boys standing behind, with hands on shoulders of the girls. Measures 1-8

III. Third part (quick time, repeat song)

Grasp hands in a single circle, girls on the right of boys.

- | | |
|---------------------------------------|--------------|
| a. Four glides to the right. | Measures 1-2 |
| b. Four skipping steps toward center. | Measures 3-4 |
| c. Four skipping steps backward. | Measures 5-6 |
| d. Four glides to right. | Measures 7-8 |

Marusaki



Formation. Stand in aisles, facing seats in classroom, or in single circle.

1. Marusaki (1) lives in far Japan;
She wears a long dress and waves a fan.
When (2) she makes a bow, she bends so low,
She (3) sits on a mat on her heels just so.
2. She (4) learns to do writing with a brush,
Always very careful, never in a rush.
She (5) makes a low bow and bids us come (6)
To see the fete of chrysanthemum.
3. Then (7) away we'll haste to fair Japan,
Each one with a sunshade and a fan;
When the visit's over, home we'll come,
Each one bringing home a chrysanthemum.

I. First verse

- | | |
|---|---------------|
| (1) Right hand at waist. | Measures 1-8 |
| (2) Begin Japanese bow by placing one hand and one knee on same side of seat, then the other hand and knee; drop head at "low." | |
| (3) Sit back on heels and remain until (5). | Measures 9-16 |

II. Second verse

- | | |
|--|---------------|
| (4) Through eight measures hold one hand as if holding a paper, and make printing motions with other hand. | Measures 1-8 |
| (5) Rise to knees and bow heads. | |
| (6) Stand with hands as in (1). | Measures 9-16 |

III. *Third verse*

- (7) Move forward for the first line of the third verse, backward for second line, etc., in short steps on toes, two steps to a measure. Measures 1-16

Children's Polka



Formation. Single circle, partners facing each other, hands joined and arms extended shoulder high.

- a. Partners take four slides to center of circle. Measures 1-2
- b. Four slides back to places. Measures 3-4
- c. Repeat a and b. Measures 5-8
- d. Clap own thighs, then clap hands in front of chest. Measure 9
- e. Clap partner's hand three times. Measure 10
- f. Repeat d and e. Measures 11-12
- g. Point right toe forward and resting right elbow in left hand, shake forefinger of right hand at partner three times. Measure 13
- h. Repeat g with left foot and hand. Measure 14
- i. Jump four times in place, making a quarter turn each time and turning around away from partner. Measure 15
- j. Stamp three times, beginning with right foot. Measure 16
Repeat all. Measures 1-16

K. RELAY RACES

1. Teaching Suggestions

The great popularity of relay races at this particular age level makes it desirable for the teacher to devote special attention to the teaching methods which make them more successful. Because of their popularity

they are sometimes over-done. Relay races are governed by the same general procedure used in conducting any group game, but for conservation of time and for success in general, the following suggestions may prove helpful:

- a. Explain carefully how the relay is to be run, then illustrate by having a few players perform while others observe them to learn how it is to be done.
- b. To increase the activity value, it is advisable to limit the number from four to six players in each relay line.
- c. When lines are not of equal number, endeavor to make them so, by using volunteers, or have a pupil in each short line run a second time to equalize the numbers. This latter provision will be conditioned by the length of distance to be run.
- d. Have the starting line and finish point clearly understood by all participants.
- e. Allow no player to start ahead of the starting signal, nor ahead of the restraining line. Move them back a yard, as a penalty, if they do.
- f. While relays are being run in the schoolroom, insist that pupils seated at their desks keep their feet out of the aisles.
- g. If you choose to use a whistle, use it sparingly, but give all signals and commands with precision.
- h. Show a professional interest in the race and its outcome, and comment on the pupils' general conduct.
- i. Be careful to be impartial and accurate in designating the winning team of each event.

2. Descriptive Activities

Eraser Relay. See that every seat in a certain number of rows is filled, or arrange every row so that the same number of players are in each. Fill the seats toward the front of the room, and do not allow a vacant seat between two players. Place an eraser on the front desk in every row. At a signal to start, the first player in every row takes the eraser in both hands and passes it over the head to the player behind him. This continues until the last child in the row receives it. This child takes the eraser, runs forward on the right side of his row, and places the eraser on the rack at the front of the room, then returns the same way to his seat. The children should each be given a chance to sit in the last seat.

Bean Bag Relay Sideward. Arrange players so that all the seats are filled in rows across the room. Place a bean bag on each desk of the row on one side of the room. When a signal is given, each child in the row having the bean bags quickly passes his bag to the player across the aisle from him, who passes it to the next one, until the bags are held by the players on the opposite side of the room from where they started. Score should be kept to show how many times each transverse row wins.

All Up Relay. Draw two circles, six inches in diameter, with rims touching, in front of each row of seats. In one of each pair of circles place an object that will stand up, as an Indian club, eraser, nine pin,

or a six-inch piece cut from a broom handle or curtain pole. See that all objects used will stand up equally well. At a signal, the first one in each row runs forward, takes the object from the one circle and stands it up in the other circle, using one hand only. It is a foul to stand the object outside the proper circle or to fail to make it stand. This player then runs back, sits down, and tags the next player behind, who runs up and changes the object back to original circle, and so on, until all players have run. The row finishing first wins, providing it has made no fouls; if fouls are made, the row making the least number of fouls wins. To make the game more exciting, two or three objects may be used in each circle instead of only one.

If possible, have enough judges to count all the fouls.

This game can be played in an open space, with the different teams lined up behind a starting line and the circles a number of feet in front of the line.

Telegram. (Relay Race) Players are in two equal teams, lined up on opposite sides of the room, facing the center. The odd player, or the teacher if there is no odd player, stands in the front of the room, directly in the middle, with a telegram in each hand. (Use a bean bag, piece of chalk, piece of paper, or a handkerchief.) Mark a starting line for each team near the wall and equally distant from the sender. At a given signal, the first player of each team runs and takes the telegram from the sender, runs up the first aisle of his side of the room and down the next one, and then across to the next player on his side (who has moved up to the starting line), hands him the telegram, and goes to the foot of his line. As soon as the second player receives the telegram, he runs up and down the same aisles as the first runner, and hands it to the next player, and so on. The last player rounds the two aisles, and takes the telegram back to the sender.

Tag the Wall Relay. Two or more rows compete. The player in the back seat rises at a signal from the teacher, runs forward down the aisle, tags the wall at the front of the room, and returns to his seat. As soon as he has reached his seat, the player next in front of him does the same, the relay being completed when each player in turn has run. The line whose front player is first seated wins.

Single Relay. A wall or fence may be chosen for the goal, or a line may be drawn on the floor or ground, or any subject may be placed on the floor for each team, around which each team member must run. A starting line is drawn about fifty yards back from this goal.

The players are divided into two or more teams of equal numbers. Each team lines up in single file behind the starting line. There should be about four or five feet distance sideways between the files.

At a signal, the first one in each team runs forward to the goal. If the goal is a wall or fence, he touches it with his hand; if a line, he touches it with his foot; if an object, he runs around it. He then runs back to his team and touches the outstretched hand of the next player, who has moved forward to toe the starting line. (The first runner then goes to end of the line.) Each player in turn, as soon as touched, runs

forward, touches goal, and returns the same way. An object may be passed, instead of the tagging, if so desired.

The file wins whose last runner is first to dash across the starting line on his return run.

It is a foul to start over the line before being touched by the returning runner.

Blackboard Relay. The competing rows must be placed where there is a blackboard at the front or rear. Each competing row must have an equal number in it. The first player in each row has a piece of chalk. At the signal, he runs to the board and makes a mark with the chalk, then returns, sits down, and hands the chalk to the next player, who runs and marks in his turn. This continues until the last player has made his mark and has returned to his seat. Later, players may be required to make a cross, square, circle, capital letter, small letter, comma, dash, question mark, write a word, etc. The teacher is the judge as to whether these marks come up to the requirements, and each team is charged with a foul for every defect.

Bean Bag Relay. Draw a circle a foot in diameter in front of the front seat in each row, and another back of the back seat. Place three bean bags in each front circle. At the signal, the first player in each row starts forward, takes the bean bags one at a time from the front circle and places them in the back circle, then takes his seat and tags the next player behind him. This player starts toward the back circle, and carries the bags to the front circle, one at a time. This continues until all have run and the last player is seated. The row finishing first wins, unless fouls have been made.

It is a foul to take more than one bag at a time, to start before being tagged by the preceding runner, or to fail to place the bags in the circle. No team making fouls may win, unless all have made fouls; then the one with the fewest fouls wins.

L. MARCHING

Marching is usually introduced in Grade III. It should be simple, single file marching up and down the aisles of the classroom. Children should march in rhythm. A marching song, rhythmic clapping of hands by the teacher, music or verbal directions "Left, Left, Left—Right—Left," all help to obtain this objective. Pupils should be taught to keep step, march with the head up, and swing arms naturally.

The following commands seem essential requirements for Grade III: (See Marching Tactics for Grades IV, V, and VI, ELEMENTARY SECTION).

1. Mark Time—March
2. Forward—March
3. Class—Halt
4. Serpentine Marching
5. Open Order for Classroom Use
6. Right Dress
7. Eyes Right (Left)

8. Forward—Dress
9. Left Face
10. Right Face

M. STARTING POSITIONS FOR EXERCISE

Pupils of this grade should be taught the fundamental positions for exercise. The following are most important:

1. Arms Forward—Raise
2. Arms Forward Upward—Raise
3. Arms Sideward—Raise
4. Arms Sideward Upward—Raise
5. Hands on Shoulders—Place
6. Hands on Hips—Place
7. Hands Back of Neck—Place
8. Arms Forward—Bend
9. Arms Upward—Bend
10. Position of Attention

N. FREE HAND EXERCISES

Free hand exercises for beginners when, as and if used, should consist of simple, two count movements. Each exercise should be repeated several times in order to be effective. Best results will be obtained if not more than two different exercises are included in any one lesson.

For more detailed information consult material Grade IV-VI in this bulletin.

NOTE: Stunts and contests frequently are introduced as early as Grade III.

This bulletin introduces stunts formally in Grade IV, and gives prominence to them throughout Grades IV, V, and VI.

Those who wish to include stunts in a third grade program are referred to: Martin Rodgers, "A Handbook of Stunts." Macmillan Company. 1928.

X. TEACHING SUGGESTIONS AND PROCEDURES

A. COMMANDS FOR GYMNASIUM USE

1. Formation

At the command "FALL IN!" the pupils quickly arrange themselves in one line, side by side, the tallest at the right and the shortest at the left of the line.

a. CLASS—ATTENTION!

Pupils assume the fundamental position, head up, chin in, chest high, arms at sides, feet together.

b. IN PLACE—REST!

c. CLASS—AT EASE!

d. COMMANDS

A command should be clear and concise. It is divided into two parts:

- (1) The Command or explanatory part,
- (2) The Command of Execution or signal to start.

There should be a pause between the command and the command of execution. Good examples are "Forward—March!" "Arms sideward—Raise!" etc.

2. Free Hand Exercises

Free hand exercises are made up of three parts:

- (a) The starting position.
 - (b) Execution of the exercise, generally two or four count movements.
 - (c) Return to the original position.
- Example:

- (1) HANDS ON SHOULDERS—PLACE!
Arms upward stretch, palms facing on count 1.
- (2) Return to hands on shoulders, place on count 2.
"As an exercise, ready, begin, 1-2, 1-2, etc."
Repeat several times and then "Class Halt, 1-2."
- (3) POSITION! or HANDS DOWN!

When the command "Hands on Shoulders Place!" has been given, the members of the class quickly come to that position, elbows high, well back, head up, chin in. The teacher demonstrates the movement. The class now knows what to do. On the command, "As an exercise, Ready—Begin, 1-2, 1-2," etc., the class follows the lead of the teacher, coming to a halt on the command "Class Halt, 1-2." The position "Hands on Shoulders—Place!" is held until the teacher commands "Position!" or "Hands Down!" In order to be effective the exercise should be repeated several times without stopping.

B. LESSON PLANS

Each day's lesson should be carefully planned. On occasions one lesson plan may suffice for an entire week. Lesson plans should be kept on file for future reference.

Physical education lessons are usually of three kinds:

- (1) The indoor, classroom lesson.
- (2) The gymnasium lesson.
- (3) The lesson outdoors on the playground.

Below are typical lessons designed for each different situation.

C. CLASSROOM LESSON (Grade V Mixed Class)

1. Class Formation

"Class Attention! Fall in for the physical education lesson! Boys in the aisle to the left, girls in the right aisle; tall pupils on the right end of the line, short ones on the left." The members of the class leave their seats and form as directed.

2. Inspection

"Class Attention! Ready for Inspection!" The teacher passes along the line, looking carefully at each boy and girl. Signs of illness are noted; cleanliness of teeth, hands, neck, and ears, general cleanliness of person, all come under the observation of the teacher. The inspection part of the lesson should not require more than three or four minutes. This is one of the best opportunities for teaching health education and should be integrated with all subjects and not *alone* in the physical education period. Inspection of cleanliness should be done at the beginning of the sessions—emphasizing the *time* and place for doing it,—habit formation.

3. Open Order

"Left Face!" and then "To places for exercise, Forward—March!" (See Classroom Open Order Intermediate Section.)

"Class at Ease—Stand!" Pupils assume an easy position, feet apart, hands clasped in rear.

"Class Attention!" All snap to the position of attention, head up, chin in, chest high, arms at sides and feet together.

4. Facings

Several Facings should now be given with attention centered on correct execution.

5. Exercises (Coordination of Mind and Muscle)

A review of simple starting position for exercise should precede the actual exercise to be used.

"Hands on Shoulders—Place!" "Hands Down!" "Arms Forward—Raise!" "Arms Down!" etc.

"This morning we shall use a stretching exercise—one that will help you grow straight. We shall go through it together. Ready! Class Attention! Now! Hands on Shoulders—Place! Head up, chin in,

chest high, elbows well up and back. That's fine! Now on count One, extend arms upward and rise on toes as high as you can and slowly stretch, stretch, stretch; keep hands up, and arms closed to the sides of the head. Hold it. On count Two, sink back to position, letting the arms come sideward downward. All together—Two! Once more," etc. This exercise should be repeated several times slowly and carefully.

6. Posture

"Now let's check for posture. Ready, Right Face, stand naturally, but make an effort to stand correctly. Relax please. Remember those backs look better when flat." A careful survey is then made of each member of the class.

"We shall now march back to our seats. Forward—March!" When they reach the front of the room, the boys by the Right Flank, and the girls by the Left Flank, march back to the original position.

7. Knowledge Instruction

"This morning, inasmuch as we cannot go out of doors, will be a good time to talk over the rules of volley ball." A short talk is then given concerning the important rules of the game, preferably with blackboard illustrations.

It is understood of course that rules and knowledge of rules can be taught more effectively in connection with the game itself. Principle of learning by doing.

8. Practice of Skills

The teacher demonstrates the serve she wishes to be used in Volley Ball, with each pupil taking turns as Server and Catcher. Grades V and VI are admirable age levels for the practice of skills. The instructor should make the most of this opportunity.

9. Games or Folk Dances

Games, folk dancing, as well as the practice of skills of different athletic games can all be taught in the classroom, if carefully planned.

D. THE GYMNASIUM LESSON (GRADE V MIXED CLASS)

1. Class Formation

When the whistle blows all should Fall In, double rank, tall ones on the right of the class, short ones on the left, boys in the front rank, girls in the rear rank.

"Class Attention! Arms forward—Raise! Cover in File. Arms down!

2. Inspection

"Open ranks for inspection—March! All execute eyes right. The rear rank marches backward four steps. All face front on the command "Front!" The teacher now inspects each child. At the completion of the Inspection the command "Close Ranks—March!" is given. The rear rank returns to its original position.

3. Class Run

The class is now ready for the Class Run. "Right Face!" Boys lead off, followed by the girls. A slow run on toes, arms in running position, no talk." Ready, Go!" Pupils run several times single file around the gymnasium. On command they return to the original double rank formation facing front.

4. Tactics

Sequence should be logical—from simple to more complex. It should show progression from grades IV to VI.

"This morning I should like to see how well we can march. Girls stand fast. Boys only—Forward March!" The boys in company front formation march directly across the gym floor until halted. Girls follow next. Both front and rear ranks face about and are reminded that all should step off immediately with the left foot, on the command "March!" The class then faces right or left and marched in single file boys first, girls following around the gymnasium, coming down the center in fours. Leaders halt until the column is formed. The class then marches in solid formation around the gymnasium once, coming down center, Opening Order on command, in four straight lines at arms distance apart.

5. Exercises

"The exercise for today is rather difficult but it is going to be a lot of fun. Go through it with me, please. Hands on shoulders—Place! On count One, slowly bend trunk forward extending fingers toward the toes. Now when I say Stretch, Stretch, Stretch, try to reach toes. Ready! Stretch, Stretch, Stretch! Good! Return on count Two, please. Ready, Two! Let us repeat it. Remember to keep knees straight."

6. Attention to Posture

A careful check on posture should follow Free Hand Exercises.

7. Practice of Skills

"Team Groups, Fall In." The class has four team captains. Each team forms back of its leader, ready for action. A group relay race is run off, following which each team group is given a definite assignment in skill practice. "We are now going to practice the Serve, Catch, and Assist in Volley Ball." The lesson in skills should be rather brief, not over five minutes.

8. Games

"Class Attention! All stop for orders. "We shall now play Mass Volley Ball. Teams One and Two on that side of the net; Teams Three and Four on this side. Five in each row: Ready! Go!"

Pupils line up as indicated. "In this game, forget about the net. Keep the ball in the air; everybody in the game; put the ball over the net only when you have a good opportunity to do so. I'll referee! Ready! Play!

E. OUTDOOR LESSON (BOYS) GRADE VI

The outdoor lesson is quite similar to that taught in the gymnasium. It can be taught quite as easily on the playground, as in the gymnasium. Children soon learn to be quiet and orderly when occasion demands; they also soon learn to play games so that children still in the building are not disturbed.

1. Class Run

When the class reports on the playground for the physical education lesson, hats, and coats should be removed.

The first activity on the program might be the Class Run. Running is a good conditioner as well as a good warm-up exercise. If correctly executed, it may possess postural advantage.

The run should be about the rhythm of double time. It should be run single file on toes, and not with too long a stride. All should be quiet and orderly during the run. There should be a prescribed distance to cover, preferably a rectangular course. Children should be taught to run with head up, chest high, and arms in running position.

2. Inspection

After the Class Run the class returns to its original double rank formation. It is called to attention and the command "Open Ranks—March!" is given. Inspection follows. It is a good plan to inspect for cleanliness of teeth one day, condition of nails another, and the like. The children should never know just what the teacher is going to look for.

3. Team or Squad Groups

The class should be made up of at least four team or squad groups, each working under the leadership of a captain, boys and girls who are recognized by the class as leaders.

On the command "Captains, take your places," leaders should step out of ranks and form in a line in front of the class, several feet away from each other. When the order "Team Group Fall-In" has been given team members should fall in directly back of or to the right (or left) of team captains.

The team groups are now ready for the assignment—relay races, games, practice of skills, etc.

If not done previously, there should be a brief period of instruction and practice in some of the important skills of whatever team game is to be played, before the game begins. Captains should be held responsible for all equipment used by the class.

F. SOME ADDITIONAL TEACHING HELPS

1. Children should be encouraged to wear outfits suitable for physical education.
2. The handicapped child should never be overlooked. There are many activities in which he can participate.
3. No teacher should accept work carelessly executed.

4. The class in physical education should be so instructed that it responds instantly to the teacher's command.

5. Many children need individual attention. This is particularly true in cases of abnormal posture.

6. A word of commendation invariably causes a pupil or a class to put forth greater effort.

7. Many times it is necessary to teach knowledge of activities. A good time to do this is when the class must be kept indoors.

8. The best game is one in which all children participate. Do not permit the more active children to monopolize the game.

9. Children should be taught to act as officials for the different team games.

10. All should be taught to be good sportsmen and to abide by decisions of officials in charge of games without question.

11. Each squad group should wear its own particular color and arm band, a shoulder sash, or square of colored cloth pinned to the waist, so that teammates may readily recognize one another.

12. All equipment should be ready before the class begins the lesson; balls should be kept properly laced and inflated. (See secondary physical education bulletin for grading.)

13. An intra-class tournament of games extending over a period of several weeks or days, increases the interest of players.

G. SUGGESTED MINIMUM STANDARDS WHERE MARCHING IS INCLUDED IN THE PROGRAM

1. Grade IV.

- a. Mark Time—March.
- b. Forward—March.
- c. Column Right (Left)—March.
- d. Serpentine, Single File Marching.
- e. Open Order for Classroom Use.
- f. Class Halt.
- g. Right Face.
- h. Left Face.
- i. About Face.
- j. Half Left Face.
- k. Half Right Face.

2. Grade V

- a. Review command assigned to Grade IV.
- b. Fall In (Double Rank).
- c. Open Ranks—March.
Close Ranks—March.
- d. By Fours—Count Off.
- e. Eyes Right (Left)—Front.
- f. Right Dress.
- g. Cover in File or Forward—Dress.
- h. Form Column of Fours from Single File.
- i. Column Right (Left) from Column of Fours.

- j. Open Order—March.
- k. Forward and Close Order—March.

3. Grade VI

- a. Review commands assigned to Grades IV and V.
- b. Squads Right (Left)—March.
- c. Right (Left) by Squads—March.
- d. Quick Time—March.
- e. Double Time—March.
- f. Open Order—March (Front Column of Squads).
- g. Forward and Close Order—March.
- h. Marching Company Front.

H. MARCHING COMMANDS FOR CLASSROOM USE

Grades IV, V, VI

1. Cover

In order to get the lines straight the command "COVER!" is given, which means that each individual is to stand directly behind the one in front.

2. Eyes Right

At the command turn the head in the designated direction, so as to look along the line to side. Any pupil not in line with those on his right should move forward or backward until he is in line. FRONT! Turn the head sharply to the front. This may be used as an attention command.

3. Forward—Dress

This command is given when the class is in flank formation, or one is behind the other. Each individual raises arms forward and moves forward or backward until the fingers just miss touching the one in front. At the command "POSITION!" the arms are lowered. The leader of each line remains at "ATTENTION!" throughout.

4. Right—Dress

This command is given when the class is in front formation, or one beside the other. All except the one on the right end of the line turn the head toward the right and adjust themselves by moving forward or backward so they can see the third one on the right without leaning forward. All place the palm of the left hand on the hip, with fingers extended and joined and pointing downward, elbows pointing sideward. The wrists must be kept flat. There should be a straight line from finger tips to elbows. Move to the right until just touching the elbow of the one next. Be careful to have the elbow pointing directly sideward and not backward. On the command "FRONT!" all heads are turned quickly to the front and the arms are quickly lowered.

5. Left (Right)—Face

The turn involves a quarter turn to the left or right. If the turn is to the left, at the command "FACE!" the ball of the left foot and the heel

of the right foot are raised from the floor, thus making the turn come on the heel of the left foot assisted by a slight push from the ball of the right foot. This is done on count "ONE!" On count "TWO!" the right foot is brought quickly up to the left, snapping the heels together. Work for quick turns and clean-cut, snappy movements. Facing should be given at first as two counts with a pause between. After a few practices, teach facings on command with very little pause between the counts.

6. Marching Around the Room

The lines follow each other "in order" of numbers. The line on the right of the room starting first and marching to the left around room. March around once and back to places.

7. Odd Numbered Rows Right About—Face! Forward—March

Every two rows march around one row of seats; when they reach their own places they mark time.

8. Zig-Zag Marching. Odd Numbered Rows Execute Right About-Face!

The line on the right of the room marches forward to the left, about the room. Every line follows the line ahead. The leader marches around in the front of the room, up the side of the room, then follows the last line, zig-zag—going up and down between the aisles. When own places are reached, mark time in places.

Many combinations of facings and steps, forward, backward, or sideward may be made. Care must be taken that each part of the command is completed before the next part is begun.

Examples:

(a) One step forward (two counts) left face (two more counts) and two steps sideward right (four counts)—MARCH!

(b) Right about face, five steps forward, left face and six steps sideward left—March!

9. About-Face!

This may be executed in accordance with the United States Infantry Drill Regulations. Carry the toe of the right foot about a half-foot length to the rear and slightly to the left of the left heel without changing the position of the left foot; face to rear turning to the right on the left heel and right toe. If the toe of the right foot has been accurately placed, the right heel falls by the side of the left on completing the movement. At the beginning this should be executed on two counts, the placing of the right foot behind the left coming on count "ONE!" and the turn being made on count "TWO!"

10. Mark Time—March! Or, In Place—March

The marching is begun with the left foot, and is continued in place without moving forward or backward. The knees are raised forward, lifting the foot straight up about four or five inches, the ankles are extended, the toes pointing downward. At the command "CLASS—HALT!"

take one more step in place on count "ONE!" and on count "TWO!" bring the heels together.

11. Forward—March!

At the command "FORWARD" throw the weight on the right foot; at "MARCH!" step off with the left foot a full step, about three times the length of the foot. Always dress after marching or marking time.

12. Backward—March!

Same as (11) but marching backward, each step being about the length of the foot. Do not lean backward; keep the weight over the forward foot.

13. Any Given Number of Steps Forward—March!

The execution of this command requires one more count than the number of steps, the extra count allowing the heels to be brought together. Example: Two steps forward—MARCH! This requires three counts. On "ONE!" take step forward with the left foot; on "TWO!" take a step forward with the right foot; and on "THREE!" bring the left heel up to the right.

14. Any Given Number of Steps Sideward Left (or Right)—March!

The execution of this command requires twice as many counts as steps, the heels being brought together after each step. MARCH! On count "ONE!" step the left foot to the side; on count "TWO!" bring the right heel to the left heel; on count "THREE!" step the left foot again to the side and count "FOUR!" bring the right heel to the left. Lack of space may require this to be half-step Sideward Left (Right).

15. Sideward Left (Right)—March! Or Left (Right) Step

This step is used for short distances only. Extend the foot in the stepping off as well as in the closing step. Continue marching sideward until the command "CLASS HALT!" is given. In marching sideward the word "HALT!" comes on the right foot when marching left, and on the left foot when marching right. Two counts are required for the halt. On "ONE!" plant the left (right) foot to the side; and on "TWO!" bring the other heel up to it.

16. Class, Halt!

This is the only command that will bring to a stand-still a class that is marching. Any other command should merely designate change of direction, or a new formation, which is executed and the marching is continued. Two counts are required in coming to a halt, the heels being brought together on the second count.

17. Double Time—March!

As the command implies the rhythm is quickened or doubled. Care must be taken that the rhythm is not quickened too much. The class should keep in step, and should not race forward.

18. Quick Time—March!

This means to resume the normal rhythm immediately after the executive "MARCH!" is given. When given after "DOUBLE TIME—MARCH!" four counts are required before the normal rhythm is resumed.

Note:—The regulation rhythm for normal (quick) time is 120 steps per minute for adults. It is faster for children as their legs make a shorter pendulum. The regulation rate for double time is 180 per minute.

19. Open Order for Classroom Use

Have pupils FALL IN in single file in the aisle at the side of the room, boys on the left side of the room, girls on the right. The tallest member of the group should be on the right end of the line, the shortest on the left. Have the class execute a Left Face, and then with the short end of the boys' line leading, march the class around to the rear of the room. If there are six aisles in the classroom, have boys march three abreast down the first three aisles; have the girls march three abreast down the other three aisles. When the movement has been completed, the class will be so organized that all short members of the class will be in front, tallest members will be in the rear. Boys will be on one side of the room, girls on the other.

To get the class back to its original position, with boys leading, march members of the class straight forward and have each set of three, execute a right or left flank movement, and then continue the march around the room until the original position has been reached.

XI. PHYSICAL ACTIVITIES, GRADES IV, V AND VI

A. DANCES

1. The Dance Program Should Include:

Folk, national, social, tap, and modern (or creative).

Esthetic and natural dances are not recommended for the school physical education program because of the difficulty encountered in making them meaningful. They possess neither validity nor integrity in a progressive program of physical education and have given way to the modern dance.

2. Introductory Dancing Steps

If the following presentation of various fundamental dance steps seems somewhat too formal or abrupt, the teaching technique should be made to conform with the situation at hand. It should be remembered always that dance steps cannot be isolated. They must be taught in connection with something,—and generally this something is the particular dance to be learned, whether it be folk, national, social, tap, or modern.

Methods, skills and hints to the teacher may be found in *Methods in Physical Education*, Chapter XIV. *The Teaching of Dance*, Williams, Dambach and Schwendener; W. B. Saunders Company, 1937.

B. DANCING STEPS

1. Skipping Step (6/8 tempo)

Hop on right foot in place and step forward left, hop on left foot in place, and step forward right.

2. Step Hop

Step on left foot (count one); hop on left foot raising right knee forward (count two).

3. Follow Step (2/4 or 4/4 tempo)

Step left foot forward (count one); bring right foot up to left (count two). Continue keeping left foot in advance. Repeat with right foot in advance.

4. Change Step (2/4 tempo)

Count one, and, two, and. Step forward with left foot on "one" bring right foot up to left, so that the instep is behind the left heel on "and," step forward with the left foot on "two." Hold this position on "and," repeat, starting with the right foot.

5. Gallop Step (2/4 tempo)

The gallop step is similar to the follow step, but is twice as fast. Step forward left, and bring the right foot up to the left with a slight hop, continue with the left foot in advance. Same right.

6. Gallop Step Sideward (2/4 tempo)

Same as No. 5 but taken sideward left or right.

7. Touch and Step (2/4 tempo)

"Count one, and, two, and." Raise left foot slightly forward and touch the floor lightly with the toes, count "one," raise the left foot forward on "and"; step left foot forward on "two" raise the right foot slightly forward on "and." Repeat to right. Take the same step in 4/4 rhythm.

8. Step Swing (2/4 tempo)

Step forward on the left foot on one; hop on the left foot and swing the right leg forward; ankle extended and toes pointing down on two; same right.

9. Polka Step (2/4 tempo)

Count "one, and, two, and." Same as "Change Step" but is preceded by a hop. Hop on the right foot, step forward with the left foot, bring right foot up to left; repeat, hopping on the left foot, and stepping toward the right.

10. Heel and Toe Polka (2/4 tempo)

Hop on the right foot, touching the left heel forward, and leaning the body slightly backward on count one; hop on the right foot, touching the left foot backward, and leaning the body slightly forward on count "two"; "change step" left forward on count three and four. Repeat to the right.

11. Double Touch-Step and Polka Step (2/4 tempo)

Touch the left foot forward twice, counts one-two; polka step forward left, counts three-four. Repeat to the right.

12. Schottische Step (4/4 tempo)

Glide left foot diagonally forward left, count one; bring right foot up to left, count two; glide left foot diagonally forward left, count three; hop on left foot, swinging the right forward, count four; (Instead of swinging the right leg forward, the right knee may be bent and the right foot placed just behind the left ankle.) The best way to teach the schottische step is to use three running steps and a hop, gradually working up to the glide.

13. Mazurka Step (3/4 tempo)

Glide left foot forward count one; displace the left foot by hopping on the right foot up to where the left foot was, count two (the left leg is raised forward); hop on the right foot, bending the left knee so that the left leg is crossed over in front of the right. Repeat to the right, same sideward left and right.

14. Step, Swing, Hop (3/4 tempo)

Step on the left foot, count one; swing the right leg forward and slightly across in front of the left, count two; hop on the left foot, count three. Repeat to the right.

15. Waltz Step (3/4 tempo) .

Step left foot forward, count one; step right foot to the right side, count two; bring left foot to the right count three. Repeat to the right. Same starting backward, left and right. Same turning.

16. Cross-Balance Step (3/4 tempo)

Step left foot diagonally forward left, count one; cross the right foot in front of the left, at the same time rising on the toes, count two; lower the heels count three. Repeat to the right.

C.

1. Folk Dances—Grade IV

Folk dances are arranged in estimated order of difficulty. It is desirable that the easier ones be taught first.

The Man in the Moon



Formation. Single circle arranged in partners all facing in line, of direction, arms folded high on chest.

The man in the moon came down too soon
And asked his way to Norwich.
He went to the south and burned his mouth
Eating cold bean porridge.

Chorus

Bean porridge hot, bean porridge cold,
Bean porridge in the pot, nine days old.
Some like it hot, some like it cold;
Some like it in the pot, nine days old.

- | | | |
|---|----------|-----|
| a. All run forward in line of direction, taking long, stiff-legged strides. | Measures | 1-3 |
| b. All face about with two jumps. | Measure | 4 |
| c. Run forward in opposite direction. | Measures | 5-7 |
| d. Face partners with two jumps. | Measure | 8 |

Chorus

“Bean”—clap thighs; “porridge”—clap own hands; “hot”—clap partner’s hands, face high; “bean”—clap thighs; “porridge”—clap own hands; “cold”—clap partner’s hands; “bean”—clap thighs; “porridge”—clap own hands; “in the”—clap partner’s hands; “pot”—clap own hands; “nine”—clap partner’s right hand; “days”—clap own hands; “old”—clap partner’s left hand. Repeat the last two lines.

Measures 1-8
(chorus)

Repeat all.

Nixie Polka

The musical score for "Nixie Polka" is written for piano in 3/4 time with a key signature of one flat (B-flat). It consists of 12 measures. The notation is presented in two systems of six measures each. Each measure is numbered from 1 to 12. The melody is primarily in the right hand, featuring eighth and sixteenth notes, while the left hand provides a steady accompaniment with chords and single notes. The piece concludes with a double bar line at the end of measure 12.

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Formation. Single circle, facing center, hands on hips. One in the center of the circle as leader.

- a. Hop on right foot and place left foot forward, reverse. Measure 1
- b. Repeat (a) three times. Measures 2-4
- c. On the first note of the fifth measure, leader claps hands and runs around circle with nine little steps, others run in place. All stamp twice. Measures 5-8
- d. Repeat the running steps, leader stopping in front of some one in the circle on the two stamps. Measures 9-12
- e. Repeat from the beginning with the leader and the one chosen facing each other. This time when the leader claps, she faces about, and the child chosen places hands on the leader's shoulders. Running steps are repeated by the two, and a new partner is chosen. Measures 1-12

Repeat until all are in line. The line may face about each time, alternating leaders. If the class is large, it may be well to start with two in the center, each to lead a line.

Indian War Dance

The musical score for 'Indian War Dance' is written on seven staves in 4/4 time, with a key signature of three flats (B-flat, E-flat, A-flat). The music is primarily composed of chords, with some melodic lines. The first staff begins with a treble clef and a key signature change to three flats. The second staff continues the chordal pattern. The third staff introduces a melodic line in the right hand. The fourth staff features a repeat sign with two endings, labeled '1' and '2'. The fifth staff continues the chordal accompaniment. The sixth staff shows a more complex arrangement with multiple voices. The seventh staff concludes the piece with a final chord and a double bar line.

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Formation. Sitting on floor in circle, facing center, arms folded and elbows raised till they are shoulder high.

I. First part.

- | | | |
|--|----------|-------|
| a. Bend forward and back four times. | Measures | 1-4 |
| b. Bend right and left alternately four times. | Measures | 5-8 |
| c. Raise arms up high, with hands reaching upward, and look up, then fold again, four times. | Measures | 9-12 |
| d. Look right, hand over eyes as if searching for something, then look left with left hand over eyes, and repeat four times. | Measures | 13-16 |
| e. Listen right with right hand at ear, then left with left hand at ear. Repeat four times. | Measures | 9-12 |
| f. Smoke pipe four times. Pretend to hold a long pipe, with bowl resting in one hand and the other hand near mouth. | Measures | 13-16 |

II. Second part.

- | | | |
|---|----------|-------|
| a. Strike floor first with right hand and then the left. | Measure | 17 |
| b. Yell three times, putting back of hand in front of mouth and moving it slightly back and forth. | Measure | 18 |
| c. Repeat a and b of Part II. | Measures | 19-20 |
| d. Jump up and run around in a circle to left with little jumpy steps, arms alternately raised side-ward. | Measures | 21-24 |
| e. Repeat a, b, c, d, Part II. | Measures | 25-32 |

Gustaf's Skoal
(Swedish Folk Dance)



The first part of this small drama represents the vow of allegiance to a superior, while the second is a pantomimic imitation of the yoke of subjection.

Formation. Any number of players in couples, four couples in each group. The four couples form a square.

I. First part

- a. Couples 1 and 3 walk slowly forward three steps and lift right hand high with cup they are supposed to carry.

Measures 1-2

- | | | |
|--|----------|-----|
| b. They extend arms low at sides, bend forward,
and move back to place. | Measures | 3-4 |
| c. Couples 2 and 4 repeat a and b. | Measures | 5-8 |
| d. Repeat from the beginning. | Measures | 1-8 |

II. Second part.

- | | | |
|--|----------|-------|
| a. Couples 1 and 3 skipping (two skips to a measure) advance toward each other, release partner's hands and, taking the hands of the opposite dancers, separate, the boy going toward the left and girl toward the right. They pass under the arches made by the side couples, who raise high their joined hands. Immediately after passing under this arch, they separate to the right and left, again returning to each other in original places | Measures | 9-12 |
| b. Join hands, turn partners around in place, with four skipping steps. | Measures | 13-14 |
| c. Stamp three times | Measures | 15-16 |
| d. The music is repeated, and couples 2 and 4 dance the second part. | | |

The following verses may be sung while dancing.

I. First part.

Gustaf's skoal,
There is no better skoal than this,
Gustaf's skoal,
The best old skoal there is.
Repeat (c and d, part one).

II. Second part.

Ho fal de-rol jan,
Le-jan, li-jan,
Ho fal de-rol jan,
Le-jan, li-jan,
Ho fal de-rol jan,
Le-jan, li-jan,
Gustaf's skoal.
Repeat (c and d, part two).

Klappdans



Formation. Double circle, partners facing line of direction, inside hands joined, outside hands on hips.

- a. Polka step forward, beginning with outside foot—step, close, step; alternating feet. Measures 1-8
- b. Heel and toe polka, bending backward on “heel” and forward on “toe.” Measures 1-8
- c. Face partners and bow. Up. Clap three times. Repeat. Measures 9-12
- d. Clap partner’s right hand. Clap own hands. Clap partner’s left hand. Clap own hands. Measures 13-14
- e. Turn to left, striking right hand against partner’s. Measure 15
- f. Stamp three times. Measure 16
- g. Repeat c, d, e, f. Measures 9-16
- h. Repeat from beginning.

Captain Jinks



Formation. Large single circle, girl in front of boy, facing line of direction.

- (1) I'm Captain Jinks of the Horse Marines,
I feed my horse good corn and beans,
- (2) I swing the ladies in their teens,
For that's the style in the army!
- (3) I teach the ladies how to dance,
How to dance, how to dance,
I teach the ladies how to dance,
For that's the style in the army!
- (4) Salute your partner, turn to the right,
And swing your neighbor with all your might,
Then promenade on the lady's right,
For that's the style in the army!

- | | | | |
|-----|--|----------|------|
| (1) | All march forward. | Measures | 1-4 |
| (2) | Swing partners (join both hands with partner and dance around in a circle with skipping step). | Measures | 5-8 |
| (3) | Partners join inside hands and skip forward around circle in line of direction. | Measures | 9-16 |
| (4) | Face partner and salute with right hand. | Measure | 1 |
| | Make quick military turn, $\frac{1}{8}$ right. | Measure | 2 |
| | Swing your neighbor once around as in (2). Boy slips in back of the girl he has just swung and walks along with her. | Measures | 3-4 |
| | When the dance is repeated he keeps this partner until (4). | Measures | 5-8 |

Rovenacka

The musical score for "Rovenacka" is a 2/4 piece in D major. It is written for piano and consists of 16 measures, organized into four systems of two staves each. The first system begins with a forte (*f*) dynamic and features a melody in the right hand with many accented notes and a bass line with eighth-note patterns. The second system starts with a mezzo-forte (*mf*) dynamic and continues the melodic and rhythmic themes. The third system includes a return to the forte (*f*) dynamic. The piece concludes in the fourth system with a final cadence. The notation includes various musical symbols such as treble and bass clefs, key signatures, time signatures, dynamics, articulation marks, and phrasing slurs.

Formation. Double circle, partners facing, hands on hips.

- | | | |
|--|----------|------|
| a. Stand still. | Measure | 1 |
| b. Stamp left, right, left. | Measure | 2 |
| c. One-quarter turn left. | Measure | 3 |
| d. Clap hands three times. | Measure | 4 |
| e. Shake finger of right hand at partner, holding elbow in left hand. | Measure | 5 |
| f. Shake finger of left hand at partner, holding elbow in right hand. | Measure | 6 |
| g. Turn to left, all the way around. | Measure | 7 |
| h. Partners join inside hands and polka around in circle, taking it face to face and back to back. On last polka step the boy goes backward and girl forward to get a new partner. | Measures | 8-23 |

Ace of Diamonds (Danish Folk Dance)



Formation. Double circle or double line formation, partners facing each other, hands on hips.

- | | | |
|---|----------|-------|
| a. Clap hands, hook right arms, take eight running steps, stamping on first step, and turning in place. Repeat, hooking left arms. | Measures | 1-4 |
| | Measures | 5-8 |
| b. No. 1 goes backward toward center of circle with four hopsteps, No. 2 follows, moving forward. Repeat, No. 1 moving forward, No. 2 backward. | Measures | 9-12 |
| | Measures | 13-16 |
| c. Polka forward. | Measures | 17-24 |
| Repeat all. | Measures | 1-24 |

GRADE IV

Comin' Through the Rye



Formation. Double circle, partners facing.

- a. Step back left, step back right, step back left, bow,
rise, bring right foot beside left. Measures 1-2
- b. Step forward left, step forward right, step forward
left, bow, swaying weight forward on left, replace
right foot. Measures 3-4
- c. Raise arm sideward, embrace partner, arm side-
ward, arm down. Measure 5
Right face twice. Measure 6
- d. Step forward left foot and bring right foot beside
it, looking over right shoulder at partner, repeat
right, left, right, always bringing feet together on
the even counts and looking over shoulder. Measures 7-8
- e. Turn around to left and run back to partner four
steps, left, right, left, right. Measure 9
Step sideward left and bow, same right. Measure 10

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- f. Face line of direction and join inside hands.
Touch outside foot forward, same sideward, same backward, bending forward and looking at partner (the last count is a hold). Slide forward three times and hold. Measures 3-4
Repeat f three times. Measures 5-10
- g. Touch outside foot forward, same sideward, same backward, bending forward and looking at partner. All face partners. On the third count of measure 4 the outside girl pretends to slap the inside one, while the inside one slaps her own hands low down. Measures 3-4
- h. Outside girl turns and runs three steps away, bringing feet together on fourth count. She stands in place and twists her shoulders disdainfully. Measure 5
- i. Inside girl turns and runs three steps to partner, bringing feet together on fourth count. She then tries to get the attention of her partner by poking her in the back four times. Measures 6-7
- j. Outside girl turns around and pretends to slap her, while inside girl slaps her own hands. Inside girl pretends to slap outside girl. Measure 8
Repeat j. Measure 9
- k. Put left foot forward and turn scornfully from partner (outside girl puts right foot forward). Turn to partner and shake hands four times, put arms around each other and run off. Measure 10

Vineyard Frolic

I. PANTOMINE

II. CHORUS. Repeat 4 times

III.

Formation. Single circle, facing center.

I. First part (music marked "I Pantomime")

- a. Left hand on hip, with right hand making motion of digging ground. Measure 1
- b. Pat ground over. Measure 2
- c. Both hands on hips, stamp three times, holding the fourth count. Measures 3-4
- d. Repeat a, b, c three times. The third time on c (measures 3-4) turn with three stamps. Measures 1-4

II. Second part (music marked "II Chorus")

- | | | |
|---|----------|-----|
| a. Glide sideward left eight counts. | Measures | 5-8 |
| b. Glide sideward right eight counts. | Measures | 5-8 |
| c. Hook partner's right arm, left arm high and take eight running steps around in place. | Measures | 5-8 |
| d. Hook partner's left arm, raise right arm and take eight running steps around in place. | Measures | 5-8 |

III. Third part (music marked "I Pantomime")

- | | | |
|--|----------|-----|
| a. Hold basket in left arm, pick grapes and put in basket with right hand. | Measures | 1-2 |
| b. Both hands on hips, stamp three times, holding the fourth count. | Measures | 3-4 |
| c. Repeat a and b three times; the third time on b (measures 3-4) eat a grape and turn around with three stamps. | Measures | 1-4 |

IV. Fourth part (music marked "II Chorus")

Same as second part, only join both partners' hands for c and d. Repeat a, b, c, d three times. Measures 5-8

V. Fifth part (music marked "III")

- | | | |
|---|----------|------|
| a. Grand right and left, skipping steps. | Measures | 9-16 |
| b. All join hands and skip from field. Music played as indicated. | Measures | 1-16 |

2. Folk Dances—Grade V

Folk dances are arranged in estimated order of difficulty. It is desirable that the easier ones be taught first.

Bleking



Formation. Couples, single circle, partners facing and clasping each other's hands.

I. First part

- a. Jump, placing right heel forward, right arm forward at height of shoulder, left elbow drawn back.

Repeat, with left heel and left arm forward and right elbow back.

Measure 1

- b. Same movement as in (a) repeated three times quickly with vigor.

Measures 2-4

- c. Repeat a and b.

Measures 5-8

II. Second part

- a. Beginning with inside foot, take one hop-waltz in place and one hop-waltz turning right half way around.

Measures 9-10

This step is done by taking two little hops on one foot and then two little hops on the other foot, the body relaxing to the side on hops. The arm positions for the second part* are similar to that for the waltz, except that the extended arms are moved vigorously up and down, corresponding to the movement of the hop-waltz.

b. Repeat a.

Measures 11-16

Pop Goes the Weasel

Formation. Double circle, partners facing line of direction. Boys place outer hand on hip, girls hold skirt. In classroom, boys and girls in alternate aisles. Partners join inner hands across the desks and all face the front of the room.

* Children may simply grasp hands, outside hands on hips, and dance forward with the step hop, beginning with inside foot.

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- | | | |
|---|----------|-----|
| a. Start with outer foot and take three steps forward, and point the inner foot on the fourth count. | Measures | 1-2 |
| b. Repeat, starting with inner foot. | Measures | 3-4 |
| c. Turn and face partner, joining both hands, and step to the right. Cross left foot behind and bend both knees. | Measure | 5 |
| d. Repeat c in opposite direction. | Measure | 6 |
| e. Outside partner drops left hand and turns with four steps underneath upraised left arm of inside partner, turning toward him. On fourth count they should be facing the opposite direction from original formation, ready to repeat the exercise from the beginning. | Measures | 7-8 |
- Repeat from beginning three times. The children may sing, "Step, and step, and step and point," etc., and as the girl turns sing, "Pop Goes the Weasel."

Finnish Reel



Formation. Two parallel lines facing each other. Hands on hips.

- a. Hop on left foot and touch tip of right toe to the side. Hop on left foot and touch right heel at side. Measure 1
- b. Repeat other side. Measure 2
- c. Repeat a and b three times. Measures 3-8
- d. Step forward right, stamp forward left, heels together. Measure 9
- e. Step backward left, stamp backward right, heels together. Measure 10
- f. Repeat d and e, starting left forward. Measures 11-12
- g. Partners change places with three running steps, passing on the right, and facing right about on fourth count. Measures 13-14
- h. Repeat g, returning to former places. Repeat all. Measures 15-16

How Do You Do?



Formation. Double circle. Partners join inside hands, outside hands on hips. Every other couple faces about to make two couples facing each other.

I. *First part*

- | | | |
|--|----------|-------|
| a. Three glides left, and heels together. | Measures | 1-2 |
| b. Repeat back to place. | Measures | 3-4 |
| c. Join hands in a circle (two couples) and skip in a circle to the left four skips. | Measures | 5-6 |
| d. Reverse, skipping to the right four skips. | Measures | 7-8 |
| e. Drop hands of the opposite couple, retain partner's hand. Walk forward three steps and close feet together on count four. | Measures | 9-10 |
| f. Walk back three steps and close on fourth count. | Measures | 11-12 |

- g. Walk forward three steps and close on fourth count. Measures 13-14
- h. Join right hand with opposite on the word "How," join left hand across on "do," shake hands twice on "you do." Measures 15-16
- i. Keeping hold of the opposite's hands, all take seven glides to the center of the circle, and heels together on eight. Measures 17-20
- j. All glide back to places. Measures 21-24

II. Second part

- a. Millwheel—four give right hands across and skip once around, starting with the inside foot. Give left hands across and skip once around in the opposite direction. Measures 5-8
- b. Hands on hips swing-hop left (swing hop: step left sideward on one count, hop on the left foot and swing the right foot forward on second count). Measure 9
- c. Repeat b three times. Measures 10-12
- d. Walk forward four steps, passing the opposite couple, going between the partners of the opposite couple. Measures 13-14
- e. Step forward, cross the left foot in rear and curtsy to those coming from the opposite direction with whom the dance is to be repeated. Measure 15
- f. Step back with the right foot, close feet together. Measure 16

Reap the Flax

The musical notation for "Reap the Flax" is written on four staves in 3/4 time. The melody consists of eighth and sixteenth notes. The first staff contains measures 1 through 4, the second staff contains measures 5 through 8, the third staff contains measures 9 through 12, and the fourth staff contains measures 13 through 16. The notation includes dynamic markings such as accents (>) and a *D.C.* (Da Capo) marking at the end of measure 16.

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Formation. Five in line, as many lines as desired, all facing front, hands on hips.

I. First part

- | | | |
|---|----------|------|
| a. Bend forward-downward to left. | Measure | 1 |
| b. Reap the flax by rising. | Measure | 2 |
| c. Throw it to the right side. | Measure | 3 |
| d. Back in starting position, hands on hips | Measure | 4 |
| e. Repeat a, b, c, d. | Measures | 5-8 |
| f. All turn left. The leader's hands on hips, the others put their hands on shoulders of the one standing before them. Run to the right in a circle back to places. Bend trunk deeply to the side on the first count of each measure, right, left, right, left. | Measures | 9-16 |

II. Second part.

- | | | |
|---|----------|------|
| a. Bend forward-downward to right and rise. | Measure | 1 |
| b. Put the flax around the hackle. | Measure | 2 |
| c. Draw it from the hackle. | Measure | 3 |
| d. Position | Measure | 4 |
| e. Repeat a, b, c, d. | Measures | 5-8 |
| f. Repeat f of the first part. | Measures | 9-16 |

III. Third part.

- | | | |
|---|----------|------|
| a. Numbers 1 and 4 take a short step, turning to numbers 2 and 3, and taking right hands, thumb grasp, from a spinning wheel. The leader (number 5) faces the wheel and with the left foot treads the wheel which moves to the left with running steps. | Measures | 1-4 |
| b. Repeat, with leader using right foot and wheel moving to the right. | Measures | 5-8 |
| c. Repeat f of the first part. | Measures | 9-16 |

IV. Fourth part.

- | | | |
|--|----------|------|
| a. Numbers 1, 2, 3, 4 take right hands, thumb grasp, and the leaders run as shuttles under their arms and around each one of the four. | Measures | 1-8 |
| b. Repeat f of the first part. | Measures | 9-16 |

V. Fifth part.

- | | | |
|--|----------|-----|
| a. The lines move up to the left side of their leaders and form a large ring, dancing to the left. | Measures | 1-4 |
| b. Ring dances to right. | Measures | 5-8 |

- c. The leader of the first line puts hands on hips and the others all put hands on shoulders of one in front, forming one line. Music is repeated while the line traverses two sides of a large square, the diagonal and two other sides, when the line is broken into the original fives and the dance is repeated if desired.

Measures 9-16

Vanity Schottische

Music. Any good schottische.

Formation. Partners in a double circle, boy on inside of circle standing slightly behind girl. Right hands joined over girl's right shoulder, left hands joined shoulder height. Begin dance with left foot.

- a. (1) Two slow steps forward, turn one-quarter right (boy passes behind to girl's right side) and takes four running steps forward, beginning left foot. (Do not drop hands.)
(2) Two slow steps backward, beginning left, turn one-quarter turn left (original position) and four running steps forward, beginning left.
- b. (1) Step forward left, swing, right foot across in front. Same right. Schottische step forward left.
(2) Repeat (1) to right.
(3) Repeat (1) and (2), of b.
- c. (1) Two slides to left toward center of circle, and schottische step sideward left.
(2) Repeat to right, away from center of circle.
(3) Repeat (1) and (2) of c.
- d. (1) Step left sideward, step right in rear, step left sideward and swing right foot across in front of left and hop on left foot, toward center of circle.
(2) Repeat to right, away from center.
(3) Four step-hop swings forward, beginning left.
(4) Repeat (1), (2), (3) of d.
- e. (1) Face partner, back of hands on hips.
Repeat d (1), moving to the left away from partner, then d (2), moving back to partner.
(2) Join both hands and four step-hop-swings around partner.
(3) Repeat (1) and (2) of e, finishing in the starting position.
Repeat from beginning if desired.

3. Folk Dances—Grade VI

Folk dances are arranged in estimated order of difficulty. It is desirable that the easier ones be taught first.

Norwegian Mountain March



This represents two mountain climbers with their guide. No. 1, being the guide, should keep well in advance of Nos. 2 and 3, in the first part, and should appear to be drawing them after her.

Formation. The dance is performed in groups of three, all moving forward and around the room in line of direction.

In each group of three, No. 1 stands in front, with a handkerchief or scarf in either hand; No. 2 and No. 3 stand side by side directly behind her, No. 2 on the left, No. 3 on the right, with inside hands joined and outside hand of each grasping the end of the nearest handkerchief, thus forming a triangle.

I. First part (music marked "A")

- a. Beginning with the right foot, all run forward, taking three steps to each measure, and stamping on the first count of each measure. When stamp is made with right foot, sway the head and shoulders to the right; and sway them to the left when stamp is made with the left foot.

Measures 1-16

II. Second part (music marked "B")

- a. No. 1, bending forward, runs backward three steps, with a stamp on the first one, and passes under the joined hands of Nos. 2 and 3.

Measure 1

- b. No. 1, after passing under continues running three more steps in place. (During measures 1 and 2, Nos. 2 and 3 run in place.) Measure 2
- c. No. 2, with six short running steps, passes across in front of No. 1 and turns inward once around in place under No. 1's right arm. Measures 3-4
- d. No. 3, with short running steps, turns inward once around in place under No. 1's right arm. Measures 5-6
- e. No. 1, with six short running steps, turns once around to the right under her own right arm. Measures 7-8

This should bring the three back to their original position. In executing this figure, each should continue running in place while the others execute their part.

- f. Repeat a, b, c, d, e of part II. Measures 9-16

Bean Porridge



Formation. Single circle, partners facing each other.

I. First part

- | | | |
|---|----------|-----|
| a. Clap hands against thighs, clap own hands, clap hands with partner. | Measure | 1 |
| b. Repeat. | Measure | 2 |
| c. Clap hands against thighs, clap own hands, clap right hand with partner, clap own hands. | Measure | 3 |
| d. Clap left hand with partner, clap own hands, clap both hands with partner. | Measure | 4 |
| e. Repeat a, b, c, d. | Measures | 5-8 |

II. Second part

- | | | |
|--|----------|------|
| a. Join right hands and change places with partner, with two polka steps (1 and 2; 3 and 4). | Measures | 9-10 |
|--|----------|------|

- b. Face partner and clap own hands (1, 2, 3). Measure 11
- c. Stamp three times (left, right, left). Measure 12
- d. Repeat a, b, c, returning to place. Measures 13-16

III. Third part

- a. Raise arms sideward, joining hands with partner, glide polka to the center of the circle. Measures 17-18
- b. Repeat back to place. Measures 19-20
- c. Repeat a and b. Measures 21-24
- Repeat all.

Hopping Dance



Formation. Single circle. Partners face each other, inside hands joined and held high, outside hands on hips, when moving outward. Reverse when moving inward.

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a.	Glide outward four times.	Measures	1-2
b.	Glide inward four times.	Measures	3-4
c.	Repeat a and b.	Measures	5-8
d.	Glide outward four times. Hop in place four times.	Measures	1-4
e.	Glide inward four times. Hop in place four times, making complete turn away from partners. Finish in circle, facing center, all hands joined.	Measures	5-8
f.	Run sideward right eight steps, crossing left in front of right.	Measures	9-10
g.	Repeat f, moving left, starting with left foot.	Measures	11-12
h.	Glide forward toward center of circle four times. Glide backward four times.	Measures	13-16
i.	Partners facing each other, glide outward four times. Hop in place four times.	Measures	9-12
j.	Glide inward four times. Hop in place four times, making complete turn away from partners. Finish in circle, facing center.	Measures	13-16

Seven Jumps

Allegro moderato ♩ = 90

A.

B.

Continue thus 7 times adding a C. D. measure each time

C. D. C. D. C. D. measure each time

D.C. D.C. D.C.

This dance is usually considered a dance for two men, but sometimes it is danced by a man and a girl, or by a number of couples in a single circle. In any case the steps and movements are the same as described here. The music consists of two strains, A and B, of eight measures each, with two additional measures, C and D, at the end of B. Each measure of A and B should be counted, "One, and, two, and."

I. First Jump

- a. The dancers join hands and swing around to the left. The step used is as follows:

Step on the left foot, hop on it.

Step on the right, hop on it.

Repeat.

A, measure	1
A, measure	2
A, measures	3-8

- b. Jump up high from the ground so as to come down with a stamp on both feet on the first count of the measure, and repeat a moving around in the opposite direction.

B, measures	9-16
-------------	------

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- c. Release hands, place them on hips and raise the right foot from the ground, bending the knee at right angle C, measure 17
- d. On the first note of the measure stamp the right foot. On the second note of the measure stand motionless, but ready to spring into action again at the pleasure of the musician, who retards on this last note and keeps the waiting dancers in alert suspense. D, measure 18

II. Second Jump

- a. and b. as in I. A and B, measures 1-16
- c. Raise the right knee as in I. C, measure 17
- d. On the first note of the measure stamp the right foot. On the second note of the measure raise the left knee. D, measure 18
- d. Repeated. On the first note of the measure stamp the left foot. On the second note stand motionless as before, while the note is held. D, measure 19

III. Third Jump.

- a. and b. as in I. A and B, measures 1-16
- c. Raise the right knee. C, measure 17
- d. On the first note stamp the right foot. On the second note raise the left knee. D, measure 18
- d. Repeated. On the first note stamp the left foot. On the second note, pause. D, measure 19
- d. Repeated. On the first note kneel on the right knee. On the second note pause in that position while the note is held. D, measure 20

IV. Fourth Jump.

- a., b. and c. as in I. A and B, measures 1-16
- d. Stamp the right foot as in III. D, measure 18
- d. Repeated. Stamp the left foot as in III. D, measure 19

- d. Repeated. On the first note kneel on the right knee. On the second note pause in that position. D, measure 20
- d. Repeated. On the first note put down the left knee also, so as to be kneeling on both knees. On the second note pause in that position. D, measure 21

V. *Fifth Jump.*

- a., b. and c. as in I. A and B, measures 1-16
- d. Stamp the right foot as in I. D, measure 18
- d. Repeated. Stamp the left foot. D, measure 19
- d. Repeated. Kneel on the right knee. D, measure 20
- d. Repeated. Kneel on both knees. D, measure 21
- d. Repeated. On the first note place the right elbow on the floor, with the cheek resting in the right palm. On the second note pause in that position. D, measure 22

VI. *Sixth Jump.*

- a., b. and c. as in I. A and B, measures 1-16
- d. Stamp the right foot. D, measure 18
- d. Repeated. Stamp the left foot. D, measure 19
- d. Repeated. Kneel on the right knee. D, measure 20
- d. Repeated. Kneel on both knees. D, measure 21
- d. Repeated. On the first note place the right elbow on the floor, with the cheek resting in the right palm. On the second note pause in that position. D, measure 22
- d. Repeated. On the first note place the left elbow also on the floor, with the chin supported by the palms of both hands. On the second note pause. D, measure 23

VII. *Seventh Jump.*

a., b. and c. as in I.	A and B, measures	1-16
d. Stamp the right foot.	D, measure	18
d. Repeated. Stamp the left foot.	D, measure	19
d. Repeated. Kneel on the right knee.	D, measure	20
d. Repeated. Kneel on both knees.	D, measure	21
d. Repeated. Place the right elbow on the floor.	D, measure	22
d. Repeated. Place the left elbow on the floor.	D, measure	23
d. Repeated. On the first note, with the chin still resting in the palms of both hands, bend down and touch the forehead to the floor. On the second note pause in that position. (In Denmark, when two men are dancing this, sometimes only one puts his forehead to the floor and the other turns a somersault over him.)	D, measure	24
a., b. and c. as in I.	A and B, measures	1-16

This may be considered the finish of the dance, but to complete the full dance it should be continued from this point as before, with the difference that in each following figure the last movement or "jump" is omitted, reversing the order in which they were added during the first part of the dance; namely, VIII would be the same as VI, IX the same as V, etc., until the dance ends with a simple swing around during A and B as at first.

All during the dance, when the dancers swing around they lean away from each other and swing very vigorously, and during the pause on the last note of D they remain motionless, but tense and alert, so that at the beginning of A in the next figure they are ready to spring quickly into the swing.

Ribbon Dance

The musical score is written for piano in G major (one sharp) and 2/4 time. It consists of five systems of music, each with a treble and bass staff joined by a brace. The measures are numbered 1 through 8, with some measures containing multiple numbers indicating different parts or repetitions. Section A covers measures 1-4, section B covers measures 5-8, and the 'Fine' section covers measures 9-12. The 'D.C.' (Da Capo) section covers measures 13-16. The score includes various musical notations such as eighth notes, sixteenth notes, and chords.

A. 1 2 3 4

B. 5 6 7 8 1

2 3 4 5 6

Fine 7 8 1 2 3

4 5 6 7 8 *D.C.*

Formation. In couples, forming a column. Boys stand at left of their partners. Each couple has a ribbon between them, each partner holding

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one end in the right hand. Any number of couples may form in the line, but six or eight is the best number. The odd couples face the back of the room, even couples face the front.

I. *First part* (music marked "A")

1. With four walking steps, couples facing each other exchange places, even couples bending heads and passing under the arches formed by odd couples. Odd couples raise ribbons high. Measures 1-2
2. Return to places with same step as in 1. This time odd couples pass under arches. Measures 3-4
3. Repeat 1 and 2. Measures 5-8

II. *Second part* (music marked "B")

1. Girls standing on the right let go their end of the ribbon (except the last couple, who stand still facing each other and hold their ribbon high). Partners separate to right and left, skipping to the back, boys waving ribbons. They meet at the back of the room and pass under the arch, girls taking their end of the ribbon again. Finish in original places, partners facing each other with ribbons held high. Measures 1-8

III. *Third part*

1. First couple take waltz position and with polka steps (or they may join hands and skip instead) swing slowly down the center, under the arches formed by all the ribbons held high. Finish, at the close of the last measure, at the end of the column. Measures 1-8

Repeat I, II, and III, the whole dance, as many times as there are couples. When the original last couple have just completed III, finish the dance as follows:

Repeat I.

Repeat II, except that after they have passed under the arch the first couple take their places immediately next the last couple and stand still, holding their ribbon high. The second couple form next the first couple, and so on. The whole arch should be completed by the eighth measure of II.

Swedish Quadrille

The musical score for "Swedish Quadrille" is written for piano in 2/4 time with a key signature of one sharp (F#). It consists of six systems of music, each with a treble and bass staff joined by a brace. The notation includes various musical symbols such as dynamics (*f*, *ff*, *p*, *mf*, *fz*), articulation marks (>), and fingerings (1-5). The piece is divided into sections, with measures numbered 1 through 8 in each system. The first system (measures 1-5) starts with a forte (*f*) dynamic. The second system (measures 6-9) begins with fortissimo (*ff*) and includes a piano (*p*) section starting at measure 8. The third system (measures 10-13) features fortissimo (*ff*) dynamics. The fourth system (measures 14-17) starts with mezzo-forte (*mf*) and ends with forte (*f*). The fifth system (measures 18-21) includes fortissimo (*fz*) and forte (*f*) dynamics. The sixth system (measures 22-25) continues with forte (*f*) dynamics and concludes with a final measure marked with a fermata.

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Formation. Four couples in each set, quadrille formation, (form a square). No. 1, the girl, is on the left of each couple, No. 2 on the right.

Figure 1.

- | | |
|--|---|
| a. All walk around set, single file. | I, measures 1-8 |
| b. Head couples pass through. Reach back, clasp hands in circle of four and hold.
Walk on across to opposite side of set, and face about.
Side couples the same (a and b). | II, measures 1-2
II, measures 6-8
I, 1-8; II, 1-8 |
| c. Head couples go to the center of the set, join right hands and skip one and a half times around and return to original places.
Side couples repeat c. | III, measures 1-8
III, measures 1-8 |
| d. Grand right and left: Face partner, grasp right hands, pass on to left of partner, grasp left hand of next person, pass on to right, continue around circle to places. | IV, measures 1-8 |

Figure 2.

- | | |
|--|---|
| a. Same as Figure 1, a. | I, measures 1-8 |
| b. Those on left of each couple swing partner to center of set and join hands in line of four. Partners raise hands and form arches. Side couples skip through these, single file, around set and back to places.
Slide form arches, head couples skip through. | II measures 1-8
II, measures 1-8
II, measures 1-8 |
| c. "Buzz" step: Lock right arm with partner's, put outside of right feet together and "hitch" once around, helping with left foot. | III, measures 1-8 |
| d. Grand right and left. | IV, measures 1-8 |

Figure 3.

- | | |
|---|--------------------------------------|
| a. Same as Figure 1, a. | I, measures 1-8 |
| b. No. 1's join right hands and skip around in circle to center of set and back to places.
No. 2's repeat b. | II, measures 1-8
II, measures 1-8 |
| c. No. 1's join both hands with No. 1 opposite and skip around in center of set. | III, measures 1-8 |
| d. Grand right and left. | IV, measures 1-8 |

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D. CALISTHENICS

The modern physical education program continually seeks to incorporate functional activities and to eradicate the useless formalism.

It has been noted that most schools today are dispensing with calisthenics or giving them very little prominence in the program. Perhaps this is as it should be, but such a philosophy is not accorded universal acceptance. The time allotted to calisthenics varies from two minutes of relief drill to twenty-five minutes in a formal program. It is inconceivable why more than five or eight minutes of this kind of activity should be carried on.

If calisthenics are to be continued in the program, they should be taught formally and according to a definite procedure. Adaptation is necessary for their justification.

Some of the reasons advanced by instructors who do use calisthenics are: They condition athletes, they develop organic power, body control, agility, body carriage and posture. Others use them only when space and facilities are restricted.

The following presentation is merely for orientation. Its chief value may lie in educating children to hear a command and execute it instantly by good coordination. The teacher who wishes to carry the activity further than this introductory presentation will find suitable materials in publications dealing with calisthenics.

E. INTRODUCTION TO FREE-HAND EXERCISES

Fundamental Positions

1. Position or "Class Attention"

A conscious position of good carriage is assumed. Heels together, feet slightly turned outward, knees together and straight, hips back, chest high, head erect with chin slightly drawn in, arms hanging naturally at the sides with palms inward, body weight resting squarely on both feet.

2. Class at Ease—Stand

Move the left foot directly to the left, weight equally divided on both feet, hands clasped in rear.

3. Hands on Shoulders—Place

Elbows are on a level with shoulders, and well back.

POSITION.

4. Hands on Hips—Place

The hands are placed so that the inner side of the thumbs and fore-fingers rest firmly downward, thumbs to the rear, elbows pointing side-ward. The wrists must be kept flat. There should be a straight line from the finger to the elbows.

POSITION.

5. Hands on Neck—Place

Raise the arms sideward and upward, placing the tips of the fingers on the lower part of the neck; tips of fingers just touching, straight and together, thumb touch the rest of the hand; elbows well back in the plane of the back.

POSITION.

6. Head Backward—Bend

The head is slowly lowered backward without changing the position of the body.

Head—Raise

Return to fundamental position.

7. Arms Forward—Raise (Stretch)

The arms are raised horizontally forward, parallel to each other, palms of the hands turned towards each other. The arms are fully extended and form a straight line from shoulders to tips of fingers. The arms should be the width of the shoulders apart.

POSITION.

8. Arms Sideward—Raise (Stretch)

The arms are raised fully extended horizontally sideward to the height of the shoulders. The palms of the hands are face down.

POSITION.

9. Arm Forward-Upward—Raise

The arms are raised, fully extended, forward and then upward until they are in a position perpendicular to the shoulders, above the head. The elbows should be straight and there should be a straight line from the shoulders to the fingers' tips. The shoulders and the arms should

be well drawn back to the ears and parallel to each other. The head must be kept erect, the body and legs straight. The palms of the hands face each other.

POSITION.

10. Arms Sideward-Upward—Raise

The arms are raised, fully extended, horizontally sideward to the height of the shoulders, then the palms of the hands are turned upward and the arms are raised until they stand in a position perpendicular to the shoulders. The final position is the same as in the forward-upward position.

POSITION.

11. Arms Upward—Bend

The hands are raised smartly. Place the tips of the fingers on the tips of the shoulders, elbows well back, upper arm forming an angle of about forty-five degrees with the sides of the chest. Arms downward—stretch, return snappily to fundamental position.

12. Arms Forward—Bend

The upper arms are raised horizontally sideward, shoulder height, the forearms are sharply bent to front of the upper arms, the fingers, hands, wrists, and forearms forming a straight line. The finger tips should not meet in front. The palms of the hands face down. The fingers and thumbs should be kept close together.

13. Arms Forward—Stretch

This is started from the position of "Arms Upward Bend." At "Stretch" the arms are stretched quickly forward, fully extended. Arms are shoulder distance apart. Palms face each other.

POSITION.

14. Arms Sideward—Stretch

Same as No. 13, the stretching being taken sideward, palms down.

POSITION.

15. Arms Upward—Stretch

Same as No. 13, the stretching being taken upward, palms toward each other.

F. THE TEACHING OF GAMES

Games satisfy a primal need for physical activity; they provide communal association with one's fellows; they yield identification of self with other people; they are objective in action, and they promote skills and interests in leisure. Play and the playing of games have some values that are much more subtle than we appreciate at a casual glance. Some of these values are of such a nature that we can only theorize as to their existence. They are not measurable because they are hidden in the myriad influences of attitude and in man's reactions to his environment. Educators agree, however, that teaching the child to play well is good education. For (a) specific values of games, (b) objectives of games, (c) classification of games, (d) nature of learning games and skills, (e) other factors in the learning process, (f) teaching suggestions and (g) hints to teachers consult Williams, Dambach and Schwenderer, *Methods in Physical Education*, Chapter XVI, W. B. Saunders Co., 1937.

G. HUNTING GAMES *

Poison Seat

Children sit at desks. Place a book on each empty desk. Also place a book on one additional desk. At signal, all pupils change seats, trying to get one without a book, as the seats with books are poisoned. The player failing to get a seat goes to the back of the room. After each trial place a book on another occupied seat. Continue giving signal until all but two are eliminated. These are the winners. As a variation, seats may be raised instead of books being placed on desks. On changing seats, children may skip, run or march to phonograph music or to a melody sung by children who have been eliminated from the game.

Barley Break

Divide a narrow strip of ground into three spaces, each measuring from ten to fifty feet square. The central one of these three spaces is called the barley field. In each of the three spaces are players in couples, one or more in each. The players in the center space must play with linked arms. The players in the end spaces advance, singly or in couples with linked arms, into the barley field, tramping the barley by moving around the field without being caught. When one of the players is caught, he must remain inactive in the barley field until his partner is also caught. When the two are caught, they become warders of the barley field, changing places with the previous couple, and any other individuals who have been caught return to their own field. The players owning the barley field may not step beyond its limits, nor may the players being chased take refuge in the field opposite to their own. Couples in the adjoining fields should venture far into the barley, taunting the couple who have linked arms by calling, "Barley Break."

* Neilson and Van Hagen, *Physical Education for Elementary Schools*, A. S. Barnes Co., 1935.

Last One Out

This game is played one row at a time, or alternate rows. The children in the row stand, and one more child joins them, making one more player than there are seats in the row. They start running around the row of seats. When the teacher claps his hands they all try to get a seat. The one failing makes the odd one when the next row runs.

Oyster Shell

Draw two parallel lines, three feet apart, across the center of the playground. This space is neutral territory. Forty to sixty feet beyond, and parallel to these lines, draw two lines. The space beyond this second line is a safety area for those playing on that side. Divide players into two equal teams which take their places, one on either side of the neutral territory, all members toeing their line with one foot. Each party chooses a color, light or dark, corresponding to the light or dark side of an oyster shell or some other small object which is used in the game. An odd player who acts as leader takes his place at either end or in the center of the neutral territory and tosses the "oyster" shell into the air. If sides are equal and no such leader is available, the teams may choose captains to toss the shell alternately. Throw the shell so it falls in the neutral territory. If the light side is upward, the members of that team must turn and run for their safety area, the other team chasing them. Any one tagged must return and play with the opposite team. Those chasing should tag as many as possible. The team wins which secures all the opponents, or has the largest number of players when the game is stopped.

The Boiler Burst

Arrange the seats so there is one more player than there are seats. This extra player stands at the front of the room and begins a story. At its most dramatic point, the narrator says "and then—the boiler burst!" when all players must change seats, while the narrator tries to secure a seat for himself. The game continues with the odd player as "it."

Two Deep

A group of players in single circle formation stand arms' length apart and face the center. Select one player as a runner and another as a chaser. The chaser attempts to tag the runner, who tries to escape by running around the outside of the circle and jumping in front of a player who is safe. This should occur early in his run. The runner, plus the one in front of whom he has taken refuge, makes two deep. The player to the rear is now compelled to run to try to escape being tagged. If the chaser catches the runner, the runner becomes the chaser, and the former chases the runner. Groups of six to fifteen may play in one circle. Above that number divide the class into two or three groups according to the number of pupils. When playing with a double circle the game becomes "three deep."

GRADE IV

H. GAMES (Large and Small Groups)

Partner Tag

The players are seated in their own seats. One chaser and one runner are chosen. The runner may escape by taking a seat with another player, who must then jump up and become a runner. If the chaser tags the runner, the latter at once becomes the chaser and must tag the one who caught him if possible.

Japanese Tag

Players scatter over playing field. The one who is "it" gives chase, trying to tag someone. The one tagged must place his hand on the spot where he was tagged, and in this position try to tag someone else.

Schoolroom Tag

Mark a circle on the floor in the front of the room. The player who is "it" may stand near, but not in the circle. The teacher calls the names of three players, who rise and try to reach the circle without being tagged. They may run in any aisle, in either direction. The one who is "it" must chase them, and must not stand and wait for them at the circle. The first one tagged is "it," and the game continues as before. If none are caught three more are named. Name different players each time, in order to give all a chance.

Black and White (Day or Night)

The players are divided into two equal groups and stand facing each other on opposite sides of a line, or about four feet apart. One side is called "Blacks" and the other the "Whites." Each "White" should tie a handkerchief on his arm. The teacher has a piece of cardboard, painted black on one side and white on the other. This she throws into the air, and if the white side is up when it alights, the White party runs toward its goal, which is a line drawn twenty or thirty feet back of the center line on the "White" side. The members of the "Black" team chase them, trying to catch as many of the "Whites" as possible before they cross the goal line. These captives must join the opposing party. The leader should stand to one side, so as to be out of the way. The game continues indefinitely. The side having the most players at the end wins the game.

The teacher may hold up the card instead of throwing it on the floor, and the side having the color shown must run; or she may simply call the color which is to run.

Three Deep

The players form a circle, count off by twos, and each number one steps behind the player at his right. This quickly gives a double circle, players facing center. Choose one for a runner and another for a chaser.

The runner runs around the circle, and may become safe by going in front of any group and staying there, thus forming one group that is "three deep." The last one in the group that is "three deep" becomes the runner, and must immediately run. The chaser can tag the last one in any group that is "three deep;" so the player who finds himself at the rear of a group of three should try to get in front of another group, or in front of his own group, before the chaser becomes the runner. Discourage long runs, and encourage quick changes instead.

As a preliminary game or if the playing group is small, this game may be played as "two deep," having a single circle with players standing several feet apart. Designate a runner and chaser as above. The chaser tries to tag the runner before he can stand in front of another player. This second one in a group of "two deep" becomes the runner.

Beetle Goes Round

Single circle formation, with players facing center of circle, hands outstretched behind. One player runs around the outside of the circle, carrying the "beetle" (a twisted towel or a knotted handkerchief). He places this in the hands of the players, unseen by the others. The one receiving the beetle turns to the player on his right and begins to strike him with the beetle. The player immediately runs, pursued by the striker, who chases him around the circle back to his place, striking as often as possible. The player having the beetle then continues the game by running around the circle and placing it in the hand of another player.

An old tennis sneaker may be used as the beetle. Care must be taken to strike only below the shoulders.

Ducks Fly

The players stand beside desks. The leader stands in front of the class and gives a command, at the same time imitating the movement, as "boys run." The leader runs in place and all the players must imitate him. However, if he gives the command "ducks fly" or "fish run" and makes the accompanying movements, the players must not imitate him for ducks do not fly and fish do not run. Many exercises may be used, such as walk, jump, stoop, swim, fly, hop, throw, catch, bat, whirl, etc. Whenever the leader sees any player fail to imitate him when he should, or anyone that imitates when he should not, he may call that one up to take his place as leader.

Steps

The ground is marked off by two parallel lines from fifty to 200 feet apart. One player stands on one of these lines, with his back to the others, who line up on the opposite line.

The players advance until they cross the line where the counter is stationed. They may advance only by short stages, during which the player in front counts ten.

Immediately upon his saying "ten" they must stand still, and he at once turns to look at them. He will call the name of any player or

players whom he sees moving, and any so called must go back to the starting line and begin over again. This counting ten by the one player and moving forward of the others continues until all have crossed the line where the counter stands. The last one over changes places with him for the next game.

Lame Wolf

The player who is chosen "it" is called "Lame Wolf." The other players are called "children." At one end of the play space, a den is marked off for the wolf; and at the other end, a house for the children. Whenever the wolf enters his den, the children run out and begin teasing him, calling, "Lame Wolf can't catch anybody." Then the wolf runs from his den hoping to catch some children. Under the rules of the game, he can take only three steps when his lame leg compels him to continue by hopping on one foot. Any children caught must go to the Lame Wolf's den, become Lame Wolves, and help to catch other children. The game continues until only one child remains uncaught, who becomes the wolf, if play is continued. If any of the wolves run after the first three steps instead of hopping, the children may drive them back to the den. Either children or wolves may at any time return to their own home for rest.

GRADE V

Hang Tag

Players scatter around the room or ground. One player is "it" and gives chase to any other player. Freedom from being tagged can be secured only by hanging by the arms from some support and lifting the feet from the floor. Desks and seats can serve as supports in a school-room, but the game is more satisfactory in a gymnasium where there are bars, rings, and other apparatus upon which to hang, or out of doors.

Partner Tag

The players are seated in their own seats. One chaser and one runner are chosen. The runner may escape by taking a seat with another player, who must then jump and become a runner. If the chaser tags the runner, the latter at once becomes the chaser and must tag the one who caught him if possible.

This may also be played in a gymnasium or playground, with the players standing in couples, inside arms linked. The runner escapes by grasping the arm of one of the couples, and the partner of that player then becomes a runner.

Duck on the Rock

Draw a throwing line near the side of the playing space, drive a stake into the ground twenty feet from it. If indoors, a basketball or an Indian club is used instead of a stake. Each player has a bean bag.

The first play is to decide who shall be "it." Each player stands behind the throwing line and throws the bag toward the stake. When all have thrown, the one whose bag lies farthest from the stake is "it."

The one who is "it" places his bag on the stake, and the others stand behind the throwing line and throw their bags, trying to dislodge this bag. Each player, after throwing, tries to regain his bag; but as soon as any player touches his bag, he may be tagged at any time before he gets back to the throwing line and throw again. If the bag belonging to the one who is "it" is knocked off the stake, he must replace it before he can tag anyone. When the one who is "it" tags another player, that one is "it," and must put his own bag on the stake before he can tag anyone. This gives all the players whose bags are in the square, including the one who was "it" before, time to get their bags back and reach free territory.

If two bags are thrown so that they lie touching each other, the owners may get them without being tagged.

If any player throws at the stake when he has either foot in front of the throwing line, he may be declared "it."

Last Couple Out

Form a column of couples. The catcher stands about five feet in front of the line, with his back to the line. He calls, "Last couple out—one, two, three," and claps his hands three times at the same time. At this call, the last couple in the column separate, run forward and run on opposite sides of the players and try to join hands before the catcher can tag one of them. If the catcher succeeds in tagging one of the couple, he becomes the partner of the one tagged, and they take their place in front of the others, and the one tagged becomes the catcher. If the last ones join hands before the catcher tags one of them, they take the first place in the column, and the catcher calls again. The catcher must not look around or run back to tag any players.

Wrestling Circle

Five to ten Indian clubs, depending on the number of players, are placed upright, at a distance of two or three feet apart, within a circle of players who grasp hands and on a signal try, by pushing and pulling to make someone upset one or more clubs. Any player who knocks down a pin is dropped from the circle, the last one left winning the game. The clubs must be replaced each time they are knocked down. Various grips should be specified by the leader, as—right hand on neighbor's left wrist, ordinary hand clasp, wrist clasp, hooked fingers, and the like. The one responsible for a break in the circle may be dropped.

Bears and Cattle

On the side lines of the play space two barns are marked, one on each side. A den is marked midway between these barns, but a little distance to one side. One player, who is designated as "it," takes his position in his den, becoming known as the Bear. All the other players are called Cattle, and about half of them are stationed in each barn. At the given signal, these Cattle cross from one barn to another, and while they are changing, the Bear rushes out from his den, and tags as many as pos-

sible. All those tagged return to his den and become Bears. All the Bears now join hands, and rush out thus linked together, the old Bear on one end of the line, the one first caught on the other. These two alone may tag Cattle. All newly caught players must join the line between the two end players. If the line breaks, all the Cattle caught during that rush become free. The last player caught becomes the Bear, if the game is continued.

Touch Ball

The players stand in a circle, several feet apart, with an odd player in the center. He tries to touch the ball, which is tossed rapidly from one circle player to another, across the circle in any direction. Should he be successful, the one who last touched the ball changes places with him.

Straddle Ball

The children form a circle facing inward, placing the feet in the stride position, the toes touching those of their nearest neighbor. The one who is "it" stands in the center of this circle and attempts to roll a basketball out of the circle, between the feet of some player. If successful, they must return the ball immediately to the one in the center. If the one who is "it" succeeds in getting the ball out of the circle, between the feet of any player, that player immediately becomes "it" and takes his position in the center of the circle.

Dodge Ball

The players are divided into two teams, one team forming a large circle, and the other team scattering around within this circle. The circle players have a basketball, which they throw at the inner group, trying to hit a player below the shoulders (preferably below the waist). As soon as a player is hit, he must leave the center and join the circle throwers. The player who stays in the circle longest, without being struck by the ball, wins. The sides then change places. Then all on both sides, with exception of the winner from each team, form in the circle, and those on team A try to put out the winner of team B, while team B tries for the winner of team A. This determines the final winner.

The teams may play a time game, each team being allowed a certain length of time to stay in the center, at the end of which the players remaining in the center are counted. The team having the largest number left in the center wins. If played in this way, each player when hit must drop out entirely and become a mere spectator, until his side has its turn at throwing.

Players must learn to throw from the side, and not use the underhand throw. Throwers must have one foot touching the circle drawn on the floor, or an imaginary circle, when throwing the ball. When necessary to leave the circle to secure the ball, it must be passed to a circle player before it is put in play.

GRADE VI

Cross Tag

The players are scattered about. One is chosen to be "it." He names a player whom he will chase, and chases him until he can tag him, unless some other player crosses the line between runner and chaser. When this occurs, the chaser must begin to chase the one who crosses, and he continues until another one crosses. Whoever is tagged is "it," and the game begins anew.

Circle Catch Ball

The players form a circle in the center of which stands one who is chosen to be "it." A light ball is passed about the circle in any direction, while the one in the center tries to touch or catch it. If he succeeds, the player in whose hands it is or who had it last must change places with him. The new center player cannot touch the ball until it has first been handled by some other player. Players should attempt to keep the ball from the center player.

Round Ball

The players form a circle and number in twos. The first number one is captain for the Ones, and the first number two is captain for the Twos. Each captain has a ball. The game consists in throwing the ball around the circle, the ball started by the captain of the Ones going only to players of that number, and that started by the captain of the Twos going only to the Twos. The team whose ball first completes the circle five times wins. The captains should call out the number each time the ball comes to him, and the fifth time should keep the ball.

Progressive Dodge Ball

Draw two lines on the floor, dividing the playing space into three equal parts, or fields. Three teams are chosen, one occupying each field. Name these teams Red, White, and Blue, and make a scoreboard on a blackboard, or on the floor, with the three headings. When the game is played by boys alone, or by girls alone, a basketball may be used; but when played by both boys and girls, a volley ball or other light ball should be used to prevent injury. The game is played in three divisions of three to five minutes each. Scores are made by hitting players of another team with the ball before the ball touches the floor. The umpire calls a score for the team hit every time the ball hits a player before striking the floor, as "Red," "Blue," "Red," "White," etc. As soon as the ball strikes a player, or the floor, the players in that section should try to get it before it rolls to another section of the floor, and throw it at opponents. The player who has the ball either runs up to a boundary line and throws it or passes it to someone on his own team, who does this. If a player steps over the line, the ball is given to an opponent. Players may run to far side of their space, may jump over or dodge the ball in any way to escape being hit.

When the first division of the time is up, the middle team changes places with one of the end teams, and at the end of the second period this second middle team changes places with the other end team, so that every team plays in the middle for one period. When these changes occur, the umpire must keep the names of the teams clearly in mind and not make mistakes in calling the score. The team having the lowest score at the end of the third period wins.

Rope Pull

Two teams of equal numbers are chosen. A heavy rope twenty-five or thirty feet long, with the middle of the rope painted white, or a handkerchief tied around it, is placed lengthwise along the middle of the floor at the right angles with a line drawn across the center of the floor. The middle of the rope rests on this line.

The teams line up, one on each side of the division line, half of each team being lined up one behind the other on one side of the rope, and the other half on the other side of the rope. All players stand two steps back from the rope. At signal, all players run forward, seize the rope, and each team tries to pull the other team across the division line. The team succeeding wins.

This may also be played with a time limit of a few minutes, the team winning which has the most of the rope on its side of the field when the whistle blows.

I. RELAY RACES

Note to Instructor: Read introduction to Relay Races preceding Grade II.

GRADE IV

All Up Relay

Draw two circles, six inches in diameter, with rims touching in front of each row of seats. In one of each pair of circles place an object that will stand up, as an Indian club, eraser, nine pin, or a six-inch piece cut from a broom handle or curtain pole. See that all objects used will stand up equally well. At a signal the first one in each row runs forward, takes the object from the one circle and stands it up in the other circle, using one hand only. It is a foul to stand the object outside the proper circle or to fail to make it stand. This player then runs back, sits down, and tags the next player behind, who runs up and changes the object back to original circle, and so on, until all players have run. The row finishing first wins, providing it has made no fouls; if fouls are made, the row making the least number of fouls wins. To make the game more exciting, two or three objects may be used in each circle instead of only one.

If possible, have enough judges to count all the fouls.

This game can be played in an open space, with the different teams lined up behind a starting line and the circles a number of feet in front of the line.

Arch Ball

Players are standing in an open space, the same number in each row, and the first one in each row standing just behind a starting line drawn on the floor. The players in each team line up one behind the other. The captain of each team has a ball, or bean bag, or any other object. At a signal he passes this object quickly over the heads of the players, each player in turn handling it; the last one in each line runs forward on the right side of his row, which at the same time moves back one place, and takes his place at the front of the line, and at once begins the same play. This continues until the captain is again in front. The row doing this first wins. It is a foul if any player fails to handle the object in his turn, if any player who drops the object does not himself get it and pass it on from his place in the row. If fouls are made the team wins which makes the fewest fouls.

This game may be played in the classroom, with the players seated in their seats. The row should contain an equal number of players, and there should be no vacant seats between players. The object is passed over the heads, the last one in each row runs up the right side of his aisle with it. When he gets to the front seat, all the players in that row move back one seat, and he sits down in the first seat, and the object is again passed back, and so on. This continues until the players are in their original seats.

Hopping Race

A starting line is drawn on the ground, behind which the players stand in two or more single files facing the goal. The goal should be ten or more feet from the starting line, and may consist of a wall or a line drawn on the ground. At a signal, the first player in each line hops on one foot to the goal and hops back to the rear end of the line, which has moved forward to fill his place when he hopped out. He touches the first player in the line as he passes him, and this player at once hops to the goal and back. Each player thus takes his turn. The line wins whose leading player first regains his place. In a schoolroom, the players remain seated until it is their turn to hop. If the game is repeated, have the players use the other foot.

Hurly Burly Bean Bag

Players seated, a bean bag on each front desk. At signal, each front player takes bag and tosses it up and back over his head. The player behind him must clap his hands after the bag is thrown and then catch it, or pick it up, and do the same with it. The rear player, on getting the bag, hops down the aisle to the front of the room and there executes some movements previously agreed upon; while he is doing this, all the other players move back one seat. When he has finished the movement, the player from the rear takes the front seat and begins as at first. This continues until the player who was in the front seat reaches it again, and puts the bag on the desk as in the beginning. The row doing this first wins.

Flag Relay

Across the schoolroom, in front of the desks, is drawn a long chalk line. The children are seated having the same number of players in each row, and a flag is given to the first child in each row. He takes this to the back of the room at the end of the aisles, between the seats, and stands with his foot touching the rear wall. At the command "Go!" he runs down the aisle to the chalk line, faces about and runs back to the rear wall. There he is met by the second child from his row, to whom he gives the flag. This child in turn runs as the first did. The row which first runs all of its players, wins.

Variations may be worked out, such as having them hop instead of run, or by having them stop at the desk and do a definite task, such as picking up and placing a bean bag or book, or performing some exercise.

GRADE V **Jack Rabbit Relay**

The players are divided into two or more teams of equal numbers. Each team lines up in single file behind the starting line. There should be about four or five feet distance sideways between the files. The captain of each team has a wand or a piece about three feet long cut from a broom handle. Each captain stands toeing the starting line.

At a signal, the captains turn and give one end of the wand to the other player next behind, while the captain retains hold on the other end. Then these two players stoop down and run back to the end of the line, one at each side of the file, holding the wand as near the floor as possible and parallel with it. Each one in line jumps over the wand as it reaches him, giving the appearance of jack rabbits. After the last one in line has jumped, the one who was second in line runs back to the head of the line, and gives one end of the wand to the third player, while the captain takes his place at the end of the line. This continues until the captain is again at the head of the line. The team wins whose captain is first to return to his original place.

Skin The Snake

The players are divided into two or more teams of equal length. It is better not to have the lines too long. See that there is plenty of room at the end of the line. Teams line up in single file, captains toeing a starting line. At a signal, all jump to a side-stride position and reach the right hand between the legs, joining it with the left hand of the player behind. All begin to walk backward, keeping feet well apart, with the exception of the last player in line, who sits down, and then immediately lies down on his back. The next player walks backward astride him, until he can go no farther, when he also lies down, with the first player's head between his legs. This backing and lying down movement continues until all players are lying down in a straight line on the floor. Then the last one to lie down gets up and walks astride the line toward the front, pulling the boy behind to his feet, and so on, until all are standing in original position.

The grasp of the hand is retained throughout.

Care must be taken by those lying down to place the feet immediately as close to the body of the one in front as possible, in order to avoid tripping those walking back.

Number Relay

The players are divided into two or more teams. Members of each team line up one behind the other, in a file. Each file is numbered from front to rear consecutively, from one up. There should be a distance of four or five feet between the files sideways.

The leader calls a number, and all those given that number must run around their respective lines, either forward around the first one and then back around the last one to their places, or in the opposite direction, as stipulated. All players must start on the same side to avoid confusion and collisions. The one returning first wins one point for his side. Then another number is called, or sometimes the same number over again. At the end, the points won by the teams are compared, and the team having the highest number of points wins.

This may be played in the classroom by having the players sit in their own seats, and number off from front to rear in each row. The runners must then run forward around the first desk and back around the last to place.

Stride Ball

The players are divided into two or more even groups, which compete against each other. Members of each group stand one behind the other in leap frog fashion, feet wide apart, to form a tunnel through which the ball is passed. The captain of each team has a ball. The captains toe a line drawn across the ground, and at a signal put the ball in play by passing it backward between the feet. When the players become experts, one long shot will send the ball to the end of the line. The others may strike it to help it along as it passes them, if it goes slowly. Should the ball stop, or go out of bounds at any place, the player before whom this occurs must put it in play again by starting it between his feet. When the ball reaches the rear line, the last player runs with it to the front of the line, the other players moving back one place to make room for him. He immediately rolls the ball back again between the feet, and so on. This is repeated until the captain is the last one in line. He runs forward with the ball, places it on a marked spot fifteen or twenty feet in front of his file, and returns to his place at the head of the line. The file wins whose captain is first to return to his original place.

The game may be finished by having the captain run forward to his original place in line and place the ball on the floor in front of him.

A basketball, a smaller ball, or an Indian club may be used.

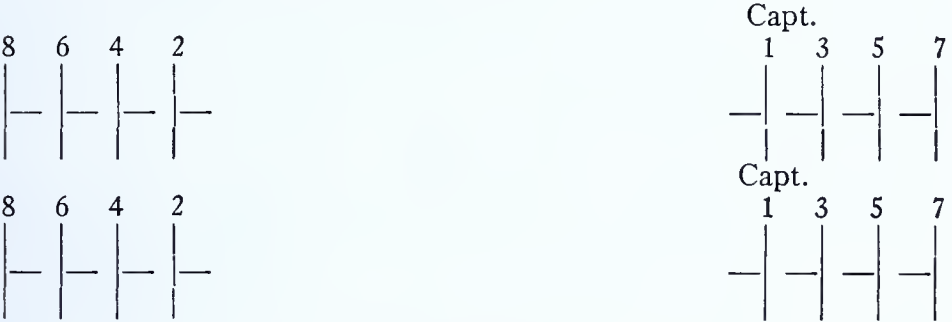
Over and Under Relay

This game is a combination of arch ball and stride ball. The players are divided into equal teams and line up in files. The captains stand toeing a line drawn on the floor or ground. Each captain has a ball,

Indian club, or other object, which at a given signal he passes over his head to the player behind him. This player passes the object under or between his feet to the next player, and so on, the ball going down the line, over the head of one player and between the feet of the next. When the ball reaches the end of the line, the last player runs with it to the head of the line and starts it back over his head. This is repeated until the captain is the last in line. He runs forward with the ball, places it on a mark fifteen or twenty feet in front of his line, and runs back to his original place at the head of the line. The team wins whose captain is the first to return to his original place.

Shuttle Relay

There may be six, eight, or more players on a side. The diagram below represents the two teams. At the word "Go," or at the whistle, the captain of each team runs forward and tags number two on his own team, who is opposite him; he then goes to the rear of the line. Number two then runs and tags number three. This continues until the two groups of each team have exchanged places.



There may be any number of teams running at the same time; indeed, it is better to have a number of teams than to have too many players on each team. The distance between the two sides should be not less than twenty feet. A flag, handkerchief, bean bag, etc., may be given instead of the tagging.

GRADE VI
Goal Throwing Relay

The players are divided into two equal teams. Each team lines up in file formation, the captain of each team toeing a line drawn about ten feet back from the basketball goal. Each captain has a basketball, and on a signal passes it back overhead as in "Arch Ball." Each player in turn passes the ball backward until it reaches the last man, who runs forward and throws for a goal. If he fails, he continues until he succeeds. He then runs with the ball to the head of his line, which has moved back one place, and starts the ball down the line again by passing it overhead. This continues until everyone on the team has thrown a goal, and the captain is again at the head of the line. The line finishing first wins.

This may be played by giving each player only three chances to try for goal one, and keeping count of the number of goals made by each.

Potato Race

Mark a starting line near one end of an open playing space. The players are divided into two or more teams of equal numbers. In front of each team, on the opposite side of the starting line, and six feet from it, make a circle eighteen inches in diameter, and beyond it mark six crosses at intervals of three feet. In the circle place six potatoes, bean bags, erasers, or blocks of wood.

The players in each team should be lined up in file formation in a straight line with the crosses for their team. At a signal, the first one in each line, who toes the starting line, runs forward, takes one object from the circle and places it on a cross, returns and gets another, and so on, until all are placed, then runs back and tags the next player in line, who has moved up to the starting line. This player runs forward and, one at a time, replaces the objects in the circle, runs back and tags the next player, and so on, each player either placing potatoes on the crosses or returning them to the circle. The team first in original position wins.

It is a foul to fail to leave a potato on a cross, or to place it outside the circle.

This game can be so arranged as to be played in the aisles of the schoolroom.

Pursuit Race

The players, in two teams of equal number, are lined up on opposite sides of the playing space and facing each other. The running course is around the square formed by the teams, runners passing outside of both lines. Corners may be marked with a chair or other object not easily moved. The right-end player of each team has a basketball. At signal, these two players start running forward around the course, each trying to catch up with the other. On reaching the place where he started, each player gives the ball to the next player on his team, and then goes to the foot of the line. The second runner does the same, and so on, until the first player again has the ball. The team finishing first wins.

Snake Relay

Two or more teams of equal numbers are lined up in file formation, with four or five feet between the files. The captain of each team toes a starting line. About fifteen feet in front of the starting line, and directly opposite each team, are placed Indian clubs, three or four feet apart. At a given signal, the captain in each line runs forward in and out between the clubs, circling around the last club and coming back the same way. (If a club is knocked down, it must be stood up.) He runs back and tags the next player, then goes to the end of the line, and so on, until all have run and are back in their original places. The team wins whose last player is back in place first.

Some of the other most popular and modern relays are:

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
Attention Relay	Blackboard Relay	Cap Transfer Relay
Carry and Fetch Relay	Bull Frog Relay	Double Circus Relay
Corner Spry Relay	Kangaroo Relay	In and Out Relay
Farmer and the Crow Relay	Pass and Squat Relay	Line Zigzag
Home Base Bean Bag Relay	Rescue Relay	Odd and Even Relay
Soccer Relay	Run, Toss and Catch Relay	Round Ball
Stunt Relay	Home Run Relay	Sideward Pass Relay
Walking Relay	Potatoe Shuttle Relay	Skip Rope Relay
		Zigzag Bounce Ball Re- lay

These are not described, as they can be found in Neilson and Van Hagan, Physical Education for Elementary Schools, A. S. Barnes Co. 1935.

J. ATHLETIC SKILLS AND ACHIEVEMENT TESTS

1. Baseball Activities

a. Achievement tests

(1) Baseball throw for accuracy

First Method—Two types of targets may be used. Use two pieces of canvas six feet wide and nine feet long Hang one in front of the other twelve inches apart from the ceiling or rafter. In front piece of canvas cut a hole eighteen by thirty-seven inches so that the lower edge of the opening is twenty-one inches from the ground. Weight the lower edges of the canvas. The same measurements may be painted with chalk on the fence of backstop or wall.

Second Method—Three concentric circles on a six by nine-foot canvas with a diameter of twenty inches, forty inches and sixty inches respectively, with a one-inch bull's-eye in the center. The throws may be scored by counting the bull's-eye eight, the inner circle five, the middle circle three, and the outer circle one. If the ball hits the line it counts for the circle outside that line. Each participant shall have ten trials. It is a foul to overstep the throwing line; a foul counts as one throw.

Fifth and Sixth Grades.....forty-five feet

(2) Baseball throw for distance

A starting line about two feet long is marked on the ground. The thrower may run up any number of steps behind the line, but overstepping the line in the act of throwing constitutes a foul. Distance is measured from the starting line to the point where the ball first strikes the ground. Care must be taken to note this exact spot, and not the spot to which the ball rolls. Each thrower is allowed two trials and the better one is measured. Most rules for field events agree that the overhand throw should be used exclusively.

(3) Baseball batting for accuracy

Make a square six by six feet at the point where the batter stands and fifteen feet square at a distance of ninety feet. Each boy tosses up his own ball and bats it. If the batted ball strikes and rolls into the square, or if a fly strikes within the square, it is a perfect hit. Each boy is allowed ten trials; the total number of perfect hits represents the score.

(4) Fielding

(a) Grounders.

Make a square fifteen by fifteen feet in which the fielder stands. The ball is batted to him at a distance equivalent to the distance between bases. The number he fields out of ten attempts represents the score.

(b) Fly balls

Make a square thirty by thirty feet, in which the fielder stands. Flies batted to him from a distance of 120 feet, landing in the fielder's territory, measure his ability. The number he makes out of ten attempts represents the score.

2. Basketball Activities

a. Relays

(1) Shuttle

(a) No. 1 passes to No. 2 who catches the ball and passes it back to No. 3.

(b) No. 1 dribbles and passes to No. 2, who catches the ball and dribbles and passes to No. 3.

(2) Dribble and shoot

No. 1 dribbles to the basket and shoots until he makes a basket. After making a basket he dribbles back and passes the ball to No. 2 who in turn repeats the dribble and shot.

(3) Dribble relay

No. 1 dribbles the length of the floor and passes the ball to No. 2 who in turn repeats.

b. Achievement tests

(1) Basketball throw for distance

The same rules for throwing and the methods of measuring can be used as are described in the baseball throw for distance. The basketball is thrown for distance with any type throw desired. However, the round-arm, over-hand type of throw is suggested, as it has been demonstrated to lend itself to the greatest distance.

(2) Basketball goal throwing

- (a) Free throw—The object is to throw as many baskets from the fifteen-foot line as possible out of ten attempts.
- (b) Goal in one minute—The object is to throw as many baskets as possible in one minute. Throwing is started from the line fifteen feet from basket. After the first throw the contestant may catch and throw from any spot.
- (c) Goal throw for accuracy—Thrower starts from a spot under the basket and shoots from each of the ten points marked on the court. A thrower is allowed one throw from each spot; the total number of baskets represents the score.

3. Soccer Activities

a. Shuttle relays

- (1) No. 1 place kicks to No. 2, who stops the ball with his foot. No. 2 place kicks to No. 3.
- (2) No. 1 dribbles to No. 2, who stops the ball with his foot. No. 2 dribbles to No. 3.

b. Achievement tests

- (1) Soccer kick for goal

Draw semi-circle with a radius of sixty feet from the center of the goal line. The contestant stands back of the semi-circle at a point he may select, places the ball on the ground and tries to kick a goal. Ten trials are allowed each contestant. The total number of goals kicked gives the score.

- (2) Soccer kick for distance

Establish a starting line. Place the ball on this line. The participant is allowed to run before the kick. Measure from the base line to the point where the ball first hits the ground. Three trials are allowed, the best distance scoring.

4. Touch Football Activities

a. Relays

- (1) Center pass relay

Arrange squads of teams in file formation, five yards behind a given line, which is called the starting line. The ones at head of files act as centers taking their place on starting line. On signal each center passes the ball to the man behind who receives it, becoming in turn the center. The one who is center turns, after passing the ball, and runs back to take his place at the end of the file. The relay continues until each player on each side has played.

(2) Forward pass relay

Line up two or more teams of equal numbers in single file behind a starting line. The first player on each team has a football. Both players leave the starting line on signal. After they have run to the goal line, which may be of any distance between ten to twenty yards in front of the starting line, each turns and throws a forward pass back to the second player of his team, then remains behind the goal line. The second players try to catch the ball. If the ball is fumbled it can be recovered only by the player who is supposed to receive it. The second players then follow the same procedure as did the first players and so on until all the members of all teams are finally grouped behind the goal line. The first team getting all its members behind the goal line wins the game.

b. Achievement tests

(1) Drop kick for goal

A drop kick is made by dropping the ball to the ground and kicking it as it rises. Kicks can be made from specified distances. Ten trials may be allowed. The score is determined by the number of balls that pass over the crossbeam and between the goal posts.

(2) Punting for distance

Establish a base line behind from which the punt must be made. Measure from the line to the point where the ball first strikes the ground. Three trials are allowed, the best distance scoring. A punt is made by a player holding or dropping the ball and kicking it before it touches the ground.

5. Volleyball Activities

a. Achievement tests

(1) Serving for accuracy

A net or piece of cord is stretched at a height of eight feet across the playing space. The contestant, with the volleyball in hand, shall stand facing the net and toeing the line with either foot. The ball is tossed up in the air with one hand and is struck with the other hand so that the ball is hit over the net. A square is marked on the floor ten feet from the net and at right angles to the center. Five trials may be allowed.

(2) Return for accuracy

The ball is served the contestant who must return it over the net to the receiving court. Five trials are allowed.

For additional material dealing with achievement tests consult:

Athletic Badge Tests for Boys and Girls, Physical Education Series No.

2 (Revised). Department of the Interior, Office of Education, Washington, D. C., 1931.

National Physical Achievement Standards for Girls, *Instruction Book and Scoring Tables*, Amy R. Howland, National Recreational Association, 315 Fourth Avenue, New York City.

National Physical Achievement Standards, *A Physically Fit America, Instruction Book*. H. S. Braucher, Chairman, 315 Fourth Avenue, New York City.

K. ATHLETIC GAMES

Bat Ball

Number of players: Seven players to a team—more or less by mutual agreement.

Equipment: Volleyball.

Place to be played: Gymnasium or playground.

Type of formation: Field of play divided into two sections, designated by areas A and B. Area A shall be thirty-six feet by sixty feet. Use one end line as the serving line, the other as a base line. A base post or goal is placed on the base line at its middle point. Area B shall be determined by a line drawn twelve feet from the base line and parallel to it; the side lines of Area A are extended to connect with this line. (If needed, area B may be modified.)

Scratch Line: Draw a line ten feet from serving line, parallel to it and within Area A.

Fielders' Forward Line: May or may not be drawn.

Purpose of Game: Batting team to score runs, fielding team to get "out" batting team.

Description: Players are numbered and bat in rotation. The batter serves from the serving line into Area A and runs through Area A around Base Post and back again over scratch line, remaining within bounds of Area A. Batter tries to get back without being hit by ball. The fielding team, who remain stationary, scatter themselves in Areas A and B, (but only two may be in Area B at the same time) and catch the ball after it is served by the Batter. Then try to hit the runner with the ball before the batter gets back to the scratch line. After three outs are made the teams change places. After "outs" are made, fielders may, if they wish, change positions.

Rules: In serving, the server must stand with both feet back of the serving line. The ball must be batted with open hand, fingers extended. The ball to be Fair must cross the scratch line and fall into Area A. Two trials are allowed each player to make a "fair serve," but if ball falls outside of Area A after crossing scratch line on first serve, an "out" is made. A line ball shall be a fair ball. Batter must cross scratch line within five seconds after serving fair. Failure is an "out."

Runs: Each time batter (after serving a fair ball) crosses the scratch line, and encircles the base and returns to the scratch line (keeping within bounds and without being hit by the ball), a run is made for his side—two points. The batter must keep moving and must com-

pletely encircle the base before returning over the scratch line. If a fielder in order to put a batter out, runs toward the batter and hits him with the ball, the batter does not continue his run, no out is made, but a foul is made by the fielding team and a run for the batter—three points, for the batter. If the fielder misses the batter in his throw while running, the batter continues his run. One point is given to the batter for the foul. As the ball comes to stationary fielders, they continue throwing at the batter. If the ball is thrown out of bounds by the fielding team, it may not be again thrown at the batter running at the line.

Fouls: Fouls made by either side during the play shall count as points for the opposite side. Such shall be noted as foul runs on the score card. Fouls are given for: 1. Failure of batter to keep moving. (Play does not stop unless batter makes the same foul twice, during his run, when it shall be an “out”). 2. Fielders running with, bouncing or holding ball more than twice in succession; passing ball between two players more than twice in succession; hitting batter while fielder is running with ball. 3. A foul is awarded to the batter for each additional fielder over two in Area B at the same time. 4. Fielder hitting batter before he crosses scratch line after serving batter continues his run. 5. Fielder crossing fielders’ forward line before served ball has touched the ground.

Outs—Made When:

1. A ball is caught on the fly by a fielder.
2. Failure of batter to encircle the base while running.
3. Ball hits runner when fairly played by a stationary player.
4. Runner stepping on or running outside of boundary lines of Areas A and B.
5. Runner remaining back of base line more than twenty seconds.
6. Failure to serve with open hand, fingers extended.
7. Failure to serve ball inside Area A.
8. Stepping on or over service line when serving.
9. Serving ball over scratch line and having it land outside of Area A.
10. Failure to cross scratch line in five seconds after batting fair ball.
11. Failure to serve a fair ball in two trials.
12. Batter standing still more than once during the same run.

Scoring: Run counts two points—Foul one.

Hints on Playing:

- (1) Fielding team may pass ball to one another to get a better “shot” at runner.
- (2) Match Contests, may consist of two out of three games, or may be played with a set number of playing periods of equal time length, without regard to the number of outs made.

Circle Dodgeball

Ten to sixty players

Playground: Gymnasium

Basketball

Ground: A circle is drawn on the ground. For practice play, a temporary marking may most quickly be made by the players forming a circle, dropping hands, and each player then marking the arc of the circle in front of himself, joining it to those of the adjacent players. For match games the circle should be marked in advance and should be accurate, and measure thirty-five feet in diameter.

Teams: Any number of players may take part. They are divided into two equal teams, one of which stands around and outside of the circle; the other team is grouped promiscuously within the circle. There are no officers of the teams, but for match games a referee is necessary, who should also act as score keeper.

Object of Game: The object of the game is for the outer or circle team to hit the players of the inner team with a basketball, any player so hit being "out" and having to leave the game. With one slight exception, explained farther on, only the inner players score, and this on the basis of the number of players left in the circle when time limits are called. There is no retaliatory play from the inner team.

Start: The game starts on signal from the referee with the ball in the hands of the outer circle. The referee blows his whistle for play to cease whenever an inner player is fairly touched with the ball, and again for play to resume. He also signals for time limits explained under "Score."

Rules and Points of Play: The players in the outer team must not step within the circle when throwing. A center player hit by such a throw is not out.

A ball that does not hit a center player is usually recovered by the outer circle by rolling or otherwise making its own way to the opposite side of the circle. If a ball remains in the circle or rebounds into it, one of the outer team may run in to get it. He may throw it while within the circle to one of his teammates who is in place outside the circle; or he may return with it to his own place and throw from there; but he may not throw at one of the inner players while himself within the circle.

The inner team does not play the ball; it only dodges the ball. Any tactics may be used for this except leaving the ring. The dodging may be done by stepping quickly in one direction or another, by twisting, stooping, jumping, or any other methods that suggest themselves.

A player of the inner team hit on any part of his person or clothing by a ball is out. This may be either from the ball on the fly or on a bounce, or rolling. Only one player may be put out for one throw of the ball. Should two players be hit by one throw of the ball, the first one touched by the ball is the one to go out. When a player is hit, the referee blows his whistle, the play ceases, and the player hit quickly leaves the circle. The referee blows his whistle again for the play to resume; but should the hit player not then have left the circle so that he may be hit a second time, such a second hit scores one point for the opponents.

Score: The game is played in two halves of ten minutes each, the teams changing places at the end of the first half. The main scoring is done by the inner team, which scores one point for each player left within the circle at the end of its half. The only other scoring is by the outer team whenever a player is hit a second time before leaving the circle, each such hit scoring one point for the throwing party.

The team wins which at the end of the second half has the highest score from these two sources together.

Long Ball

Number of players: Six to thirty.

Equipment: Playground baseball and bat.

Formation: Home-plate is one foot square. The pitcher's box, two feet long by six inches wide and is thirty feet from home-plate. The long base, one foot square, is placed sixty-five feet from home-plate to the left of the pitcher's box. First and third bases set the limit of "fair area." Two teams of even numbers each having a pitcher, catcher and fielders, one fielder designated to stay by the base. The umpire determines by toss of coin which team bats first.

Purpose of Game: To be the first team to score twenty-one runs.

Description: The pitcher throws ball to home-plate (overhead or under-hand) where the batter attempts to hit it. On anything that touches the bat, foul hit or fair hit, the batter must run to base. The player continues batting until a "touch" is made. If a foul ball, one hit outside "fair area," is made by a batter he must run to base and remain there until a succeeding player makes a fair hit. If a fair hit is made by a batter he must run to base and then run home, if he can. All players held at base by previous foul hits may run home on any fair hit. Three outs change the sides.

Rules: The batter is out:

1. On any fly ball caught.
2. On being thrown or tagged out at long base or home-plate, that is, failure to beat the ball to long base or home-plate.
3. On being tagged running between bases or tagged off at base.
4. On throwing down the bat, (slinging), when starting for the base. All players returning home must tag the base. A side is out if all players on the batting side are held at long base.

Scoring: Each time a batter reaches long base and returns home without being made out, a run is scored, twenty-one runs shall constitute a game, though a higher score may be agreed upon. Practice throwing, catching, batting, and base running.

One Old Cat

Number of players: Four to forty.

Equipment: Indoor baseball and bat.

Place to be played: Playground.

Formation: A pitcher, a catcher, one batter, and fielders. The pitcher's

box is thirty feet from home-plate; the base is thirty-five feet from home-plate to the right of the pitcher's box.

Purpose of Game: The batter tries to remain at bat as long as possible without being put out by the other players.

Description: The pitcher throws the ball to home-plate where the batter attempts to hit it. When a hit is made the batter must run to the base and return home before the ball reaches the catcher and he touches home-plate. When the batter is put out each player rotates to the next higher position, that is, catcher to batter, pitcher to catcher, first fielder to pitcher, and batter to last fielder, and so on.

Rules: The batter is out: If a fly is caught. If a foul is caught. If a third strike is caught by the catcher. After a hit has been made see that the ball is returned to the catcher as soon as possible.

Playground Baseball

Number of players: Two teams of nine players each.

Equipment: Nine or twelve-inch playground ball and playground bat.

Place to be played: Playground.

Formation: The size of the diamond is thirty-five feet between bases, and thirty feet from home-plate to the pitcher's box. The team consists of a pitcher, a catcher, a first base-man, a second base-man, a third base-man, a short stop, a right fielder, a center fielder, a left fielder. None of these are required to occupy an exact position on the field, except the pitcher, who must stand in the "pitcher's box" when in the act of delivering the ball to the batter, and the catcher, who must be within the "catcher's space" behind the batter. One team is in the field, the other at bat.

Purpose of game: To have scored the most runs after each side has had an equal number of times at the bat.

Description: The pitcher throws the ball to the catcher and the batter attempts to hit it. If he misses it, it is a strike and three strikes retire a batter. If he hits it and it goes foul, it is a strike the first two times. However, any number of foul hits are allowed after the second strike. If he makes a fair hit in which he is not put out he becomes a base runner and he must touch first, second, and third bases and then the home-plate in regular succession in order to score a run. He can only acquire the right to a base by touching it, before having been put out, and then is entitled to hold such base until he has legally touched the next base in order, or is legally forced to vacate it for a succeeding baserunner. The fielders attempt to put the baserunners out. Three outs retire a team.

Rules:

Pitching: The overhand throw is used. A fairly delivered ball is a ball pitched or thrown to the bat by the pitcher, that passes over any portion of the home base, before touching the ground not lower than the bats-man's knee, nor higher than his shoulders. A dead ball is a ball delivered to the bat by the pitcher, not struck at by the

batter, that touches any part of the bats-man's person or clothing while he is standing in his position.

Batting: A fair hit is a legally batted ball that settles on fair ground between home and first base or between home and third base or that is on fair ground when bounding to the outfield past first or third base or that first falls on fair territory on or beyond first or third base, or that, while on or over fair ground, touches the person of the umpire or a player. A fair fly must be judged according to the relative position of the ball and the foul line, and not as to whether the fielder is on fair or foul ground at the time he touches the ball.

2. A foul hit is a legally batted ball that settles on foul territory between home and first base or home and third base, or that bounds past first or third base on foul territory or that falls on foul territory beyond first or third base, or, while on or over foul ground, touches the person of the umpire or a player.
3. A foul tip is a ball batted by the bats-man while standing within the lines of his position, that goes sharp and direct from the bat to the catcher's hands and is legally caught.
4. A bunt is a legally batted ball, not swung at, but met with the bat and tapped slowly within the infield by the bats-man.
5. A strike is:
 - a. A pitched ball struck at by the bats-man without its touching his bat.
 - b. A fair ball legally delivered by the pitcher at which the bats-man does not strike.
 - c. A foul hit ball not caught on the fly unless the bats-man has two strikes.
 - d. An attempt to bunt which results in a foul not legally caught.
 - e. A pitched ball at which the bats-man strikes but misses and which touches any part of his person.
 - f. A foul tip, held by the catcher, while standing within the lines of his position.
6. The bats-man is out:
 - a. If he fails to take his position at the bat in the order in which his name appears on the batting list unless the error be discovered and the proper bats-man replace him before he becomes a base-runner.
 - b. If he fails to take his position within one minute after the umpire called for the bats-man.
 - c. If he makes a foul hit other than a foul tip and the ball be momentarily held by a fielder before touching the ground.
 - d. If he attempts to hinder the catcher from fielding or throwing the ball by stepping outside the lines of the bats-man's position.
 - e. If three strikes are called on the batter by the umpire.
 - f. If he steps from one bats-man's box to the other while the pitcher is in his position ready to pitch.

Base Running: 1. The bats-man becomes a base-runner:

- a. Instantly after he makes a fair hit.
- b. Instantly after "four balls" have been called by the umpire.

- c. If the catcher interferes with him or prevents him from striking at a pitched ball.
 - d. If a fair hit ball strikes the person or clothing of the umpire or a baserunner on fair ground.
2. The baserunner is out:
- a. If runner hinders catcher or fielder.
 - b. If, after three strikes or a fair hit, he is touched with the ball in the hand of a fielder before he touches first base.
 - c. If, in running the last half of the distance from home-plate to first base, while the ball is being fielded to first base, he runs outside the three-foot lines.
 - d. If, at any time while the ball is in play, he is touched by the ball in the hands of a fielder, unless some part of his person be touching the base he is entitled to occupy.
 - e. If he is unable to get back to base after a fair fly or foul fly has been caught by a fielder.
 - f. If hit by a batted ball not touched by a fielder.
 - g. If when advancing he fails to touch the bases.
 - h. If he passes a preceding baserunner before such runner has been legally put out. One run is scored each time a player crosses home-plate having advanced around the three bases without having been put out. The total score is the number of runs made in all innings.

Prisoner's Ball

Number of players: ten to fifty.

Equipment: Volley or soccer ball.

Places to be played: Playground or gymnasium.

Type of formation: A team in each court, each facing the other.

Purpose of game: For each team to get the members of the opposing team in their prison.

Description: Divide the playing field into three (3) parts, with a court on each end, and a neutral space six (6) yards wide in the center. More space may be taken in the end courts for a larger number of players. An extension of the neutral space is made on either side and this is called "prison." Players are numbered (on each team) and the game begins by a person on one team calling a number (up to nine), and throwing the ball into the opposite court. Some member of the opposing team must catch the ball before it touches the ground or the player whose number was called becomes a "prisoner." A member of the prisoner's team may then throw the ball. Any one on a side may catch the ball and throw it back to the other side, calling a number before so doing. If the ball falls into neutral territory or outside it does not count, but is a "dead ball," and is thrown again by the opposing team. The game continues until one whole team is in prison. The teams, however, have the privilege of getting back their prisoners rather than putting opponents out. This is done by calling "prisoner No. 5," or any prisoners before the ball, the prisoner returns to play with his team.

Work Up

Number of players: ten to thirty; one, two, or three batters.

Equipment: Playground baseball and a bat.

Place to be played: Playground, baseball diamond, thirty feet between bases; twenty-five feet to pitcher's box.

Type of formation: Batters up to bat and the rest on the field.

Purpose of the game: Each player tries to get into bat and remain there as long as possible. Each player keeps his own score.

Description: First batter bats and runs to base as in baseball. Whenever a batter or baserunner is put out, the players all work up one position nearer to the batter. The following is the order of advancement; an "out" goes to the right field; center to the left field; left to the short stop; short stop to third base; third base to second; second to first; first to pitcher; pitcher to catcher; catcher to bat. When there is more than one batter and an "out" is made, the other batters stay in at bat or on the bases they are occupying, while the advancement is made. The base runner nearest home is out if he does not reach home before the ball is held on home-plate after the last batter has batted, it being a forced home run in order to have someone in at bat. Every batter should try to get around the bases as fast as possible in order to stay in at bat. This encourages stealing bases, and taking big risks. A player who catches a fly ball becomes batter. Pitcher uses the overhand throw in pitching. Outs are made as in playground baseball. Baseball rules of baserunning, stealing, and the like, apply.

Six-Hole Basketball

Six three-foot circles are made around the basketball goal. The players line up and take turns in attempting to throw baskets, starting on the left at circle number one.

Every basket made advances the player one hole, and he continues to progress until he fails to make a basket. Holes two and four are marked safety. If a player overtakes another player in a hole not marked safety, the first player must return and start over again. The person wins the game who first makes the circuit of holes and returns to the starting point. A player overtaken on his return goes back to hole number six, rather than hole number one.

Long Ball

Mark out three bases: home, pitcher's base, and long base. The bases should measure three by six feet, or three gymnasium mats may be used. The pitcher's base should be twenty-five to thirty-five feet from home base, and long base several feet farther. Long base may be directly back of pitcher's base, or in any other direction that is desired. An indoor baseball is used. Two teams are chosen, one at bat, the other in the field. The pitcher must toss the ball underhand to the batter. Players bat in regular order. Each player remains at bat until he hits the ball, and then he runs to long base, no matter where the hit ball goes. There are no foul balls in the game, every hit ball being good. If a hit ball is caught before it falls to the ground, the batter is out. If the fielders do

not catch it, they get it and try to hit the batter with it before he can reach long base, or while he is running home from long base. Players must not run with the ball. Players reaching long base may remain there until they see a good chance to return to home base, even if several are on base at once; but if the base is once left, the player must keep on going toward the next base, and not turn back. Scores are counted for each player reaching home safely. The side at bat is out, and must change with opponents, when three batters are out, or when all are on long base and no one is left to bat. The side scoring the most runs in even innings wins.

Newcomb

Two teams are chosen. The playing space may be a basketball court or any smaller space with definite boundaries. Stretch a rope, or tennis net, across the middle of the court at a height of six or eight feet. Use a basketball, volleyball, or soccer ball. One team is on each side of the net. Give one team the ball. Select an umpire, scorekeeper, and timekeeper. The umpire calls the score, the scorekeeper writes it down, and the timekeeper calls time at the end of the time set for play. At the word "Play," called by the umpire, one player on the side having the ball throws it over the net, trying to make it strike the floor in the opponents' half of the floor. The opponents try to catch the ball before it strikes and throw it back. If the ball strikes the floor in the opponents' territory before it is touched, it is a score for the side throwing it.

Each side has a captain, who stations the players about the floor so as to leave no part unguarded. Smaller players should be stationed near the rope, and strong throwers and good catchers near the back. In calling the score, the captain's name is given, as "Score for Bill," etc.

It is a foul to hit the rope, to throw the ball under the rope, to run with the ball, or to throw it outside of the opponents' court in any direction. A ball thrown outside counts as a foul only when the opponents do not touch it. A foul gives a score to the other side. When time is called for the first half, the players change sides, and the ball is given to the side that did not have the first throw in the first half. If necessary a rest may be given. The side having the largest score at the end of the second half wins.

Corner Ball

The field, about twenty-five by thirty feet, is divided into two equal parts. Each part contains two bases, three feet square, placed in the far corners. A square base can be marked out, or a gymnasium mat may be used. The players are divided into two teams. Two of the players of each team are basemen, and the others are guards. The guards spread around the field on one side of the center line, and the basemen take their places in the bases on the opposite side. The object of the game is to throw the ball from a guard to a baseman of the same team. A point is made every time a baseman catches the ball from a guard on his own team, providing it is a fair throw and catch; that is, the ball must not touch the ground, wall, or ceiling before being caught by the baseman. Guards are not allowed to cross the center of the field of

play. Guards are not allowed to step into the bases, or to step out of the field of play. Guards are allowed to run any place in their own territory, but will naturally see that the bases at the rear are well protected. Guards must not advance while in possession of the ball, but may relay it up to those near the center line by passing, as in basketball. The basemen must not step out of their bases, but are allowed to jump off the ground to catch a ball. High drop balls are the easiest kind to catch. When a baseman catches the ball, he at once throws it back to a guard on his team, the other guards trying to intercept it. The ball is in continuous play unless fouls occur.

The referee puts the ball in play at the beginning of each half by tossing it up in the center of the field between two opposing guards. He also calls fouls. There is a scorekeeper, who may also act as timekeeper.

If the ball rolls, or is thrown, out of the field of play, it is brought back by a guard of the team whose line it crossed. He puts the ball in play by standing on the line where the ball left the field and tossing it to a guard on his own team.

The penalty for a foul is giving the ball to a guard on the opposing team.

The game is played in two five-minute halves. The time may be lengthened if desired.

L. GROUP GAME ACTIVITIES*

An active interest shown by the teacher is an effective and necessary stimulus to obtain desired results through the Physical Education Program.

When the teacher expresses interest in the play of the group he puts himself in a position to better understand the child emotionally and physically, and the child is enabled to obtain a more human understanding of the teacher. It is not usually necessary for the teacher to participate as a team member, but he can take part from the side lines, making suggestions for improvement of skills and expressing recognition of accomplishments. This should be done in a way that will not detract from nor lessen pupil leadership responsibilities.

Most of the following activities are related to some of the major sports. Skills developed in the games of lower organization are body movements and controls used in handling balls and are necessary in playing soccer, volleyball, baseball, basketball, and football. If the pupils understand this, they will enter into the activities with more interest and with sincere efforts to improve their skills.

Run Double and Pass Relay

Two teams, each forms in single file behind its leader. The leaders stand about twenty feet apart toeing the starting line *A*. Eight or ten feet in front of the starting line is another line *B*, and eight or ten feet in front of the second line a third line is drawn *C*. An Indian club is placed on *C* in line with each team. At signal the first player in each line carrying the ball runs from the starting line to line *B* where 'he

* Source Materials for Elementary Schools, State Department of Education, Richmond, Va Major E. V. Graves, State Supervisor.

places the ball on the ground and dribbles it forward by means of short easy kicks, knocks the Indian club over with the ball and dribbles it back to line *B* where he picks up the ball and passes it to the next player of his own team. This is repeated by each player. The team that finishes first wins. It is a foul when a player does not start his dribble or throw from line *B*. After each player has passed the ball to the next player, he sets the club upright before taking his place at the rear of his team.

Pin Soccer

Pin Soccer is a game originated at Illinois State Normal University in the Physical Education Curriculum. It fills the need of a game of the soccer type which requires only a small number of players, a small space, and little equipment. While it is specially suited to rural and small schools, the game may well be used for large classes by dividing the pupils into several groups. Much practice can be secured in dribbling, passing, and kicking, and the practice affords genuine pleasure to the players.

Rules—Number of players: Six to twelve.

Playing space: Thirty feet by forty feet. (May be larger or smaller.)

Two Indian clubs are set fifteen or sixteen inches apart on the two end lines of the court.

Object of the game: To knock down the clubs of the opposing side.

Game: The game is played in ten-minute halves. The ball is put in play in the center of the field. It is placed on the ground between two opposing players who stand with their left sides toward the ball. At signal each one taps the ground with his right foot, then taps his opponent's right foot above the ball. This is done three times, after which each tries to get the ball away from his opponent. The ball may be dribbled, passed, or kicked down the field, each side trying to knock down the clubs of the opposing side. No player may play within the goal area. (If the game is played with no goal area the players crowd too close to the clubs.)

Scoring: Two points are scored each time a club is knocked down during regular play. One point is scored each time a club is knocked down by a free kick.

Out-of-bounds: Any ball passing over the side line, the end line, or into the goal area, is kicked in from the spot at which it left the field, by a member of the team opposing that which last touched it before it went out-of-bounds. No point may be scored on a kick-in. After a kick-in at least one player must play the ball before a point can be scored. If only two are playing, then the one who kicked the ball out kicks it in, thereby giving a slight advantage to his opponent who is already in the field of play.

Fouls: (1) Touching the ball with the hands.

(2) Pushing, holding, or shoving an opponent.

(3) Stepping into the goal area, except to retrieve the ball.

Penalty: A free kick from the center given to the opposing side. No obstruction is to be offered to a free kick.

Shuttle Distance Kick

The teams are lined up. The first player of team □ kicks the ball as far as he can toward his opponents' line. The first player in team O kicks the ball back from the spot where it lands. The second player □ kicks from the spot where this ball lands, and so on. If on the last kick of team O the ball crosses the starting line of team □, team O wins. If the ball fails to cross this line, team □ wins.

□ □ □ □ □ □ □ □ 30 or 40 ft. O O O O O O O O O
Arrangement of Players for Shuttle Distance Kick

Shuttle Distance Throw

This game is played in the same manner as Shuttle Distance Kick, except that the ball is thrown. The ball should not be caught but must be allowed to strike the ground as the distance is measured from the place from which the ball is thrown to the spot where it first strikes the ground.

Overhead Pass

One foot is ten or twelve inches in advance of the other, the weight is on the rear foot, the ball is held in both hands over the head and somewhat back. The elbows are slightly bent. The ball is thrown forward with a quick movement as the weight is transferred to the forward foot.

Single Overarm Pass

The left foot is ten or twelve inches in advance of the right, the ball is held back over the right shoulder with the right hand behind and partly on the top of the ball. In throwing, the right hand is brought forward with a snap, the left arm is swung back, there is a quick rotation of the trunk, and transfer of the weight to the left foot.

Single Underarm Pass

The left foot is twelve to fifteen inches in advance of the right foot, both knees are slightly bent, and the weight is on the right foot. The ball is held at the right side with the right hand behind and under it. The trunk is rotated to the right and slightly bent forward. In throwing, the ball is carried forward with a snap, and at the same time the trunk is straightened and rotated to the left. The weight is transferred to the left foot, and the left arm is swung back.

End Ball

Number of players: Twenty to forty. The game will be enjoyed more if the smaller number plays and where possible large classes should be divided into smaller groups.

Playing space: Thirty feet by fifty feet. (May be larger or smaller.)

Players: The players are divided into two teams. In each team one-third of the players are basemen and two-thirds are guards.

THE CONDUCT OF ELEMENTARY PHYSICAL EDUCATION

Game: The game is played in ten-minute halves, courts being changed at the end of the first half. The game is started at the center line by a toss-up between two guards, each of whom tries to catch it. The guard who is successful in securing the ball may throw it to the basemen on his team, or he may throw to another guard who will try to pass it to the basemen.

Scoring: A point is scored each time the guards are successful in passing the ball to their basemen. Play is continued, no stop being made when a point is scored. A point is scored by the opponents each time a foul is committed.

Fouls: (1) Stepping over division lines.
(2) Carrying the ball more than one step.
(3) Holding the ball more than three seconds.

Simplified Soccer Rules

Soccer League Rules

Field: 120 feet by 240 feet. Goal posts eighteen feet apart with bottom of cross bar eight feet from ground. Goal area: fifteen feet beyond each goal post on goal line and fifteen feet from, into the field. Penalty area: From side line to side line and forty-five feet from each corner.

Team shall consist of eleven players, one of whom shall be captain. Substitutes are allowed but must report first to the scorer, giving name, number, and position and wait until recognized by the referee. A player may return to game once unless he has been removed by the referee for cause.

Playing time: Senior games: two halves of twenty minutes each. Junior games two halves of fifteen minutes each. Between halves a five-minute intermission. No over-time period is to be played.

Kick-off: The two captains toss for choice of goal or kick-off. The kick-off is from the center of the field in forward direction. Opposing players shall not approach within fifteen feet of ball until the ball is played.

Score is made when all of the ball is legally passed between the up-rights under the cross bar. Each goal scored counts one point.

Ball is out of bounds when it has crossed the side lines. To put the ball again in play, it is thrown in by a player of the opposite side from the team playing the ball last. The player throwing the ball must stand with both feet on the ground on or outside the side line, facing the field of play, and shall throw the ball in (over his head with both hands) in any direction, and it shall be in play when thrown in.

A goal kick is awarded when the ball passes over the goal line, being played last by the attacking side and is kicked from within the fifteen-foot goal area.

A corner kick is awarded the attacking side when the defending side plays the ball over its own goal line (not under the cross bar). It is taken from the corner nearest where the ball passed out of play.

Goalkeeper may use his hands on the ball within his own penalty area, but must not carry the ball more than four steps. The goalkeeper may be charged when holding the ball inside his goal area, or when outside the goal area if playing the ball.

A free kick from which a goal may NOT be scored direct shall be awarded to the opposite side from the place where the infringement occurred for:

- a. Carrying the ball by the goalkeeper more than four steps within the penalty area;
- b. Charging the goalkeeper when he is not in possession of the ball, the charge being otherwise fair;
- c. Player playing the ball before it has been played by another player after throwing in, or taking a free kick, or a penalty kick;
- d. Playing the ball before it has touched ground, when it has been dropped to restart play;
- e. Not kicking ball forward from a penalty kick;
- f. A substitution or resubstitution being made when the ball is not dead or out of play.

A free kick from which a goal may be scored direct for:

- a. Tripping, kicking, striking, holding or pushing an opponent with the hands, arms, or knees;
- b. Jumping at or charging an opponent from behind;
- c. Charging an opponent violently or dangerously;
- d. Handling the ball: outside the penalty area, or by the attacking side within the penalty area, a free kick from which a goal may be scored direct shall be awarded to the opposite side from the place where the infringement occurred.

A personal foul is called and a free kick is awarded the opposing side when a player intentionally kicks, trips, holds, pushes or jumps at an opponent.

A penalty kick shall be awarded when the offending team commits any of the following fouls within penalty area:

- a. Tripping, kicking, striking, holding or pushing an opponent with the hands, arms, or knee;
- b. Jumping at or charging an opponent from behind;
- c. Charging an opponent violently;
- d. Handling the ball: The ball is played on the thirty-foot line in front of the goal and all the players except the goalkeeper and the player taking the kick must be outside the goal area when the kick is taken.

Referee should give two blasts of the whistle and raise his arms over his head when goal may be scored direct from free kick.

Soccer Goal Kicking

Mark a target on a side of a building or wall, a rectangle fifteen feet long and five feet high, the ground being the lower side of the target. Divide the rectangle into five equal parts, making five divisions from end to end of the target. Evaluate as indicated on the diagram. The *take-off* line is marked directly in front, twenty-five feet from the target.

Five trials allowed to each contestant. A foul is: Stepping over the take-off line or taking more than one step in making the kick. A foul counts as a trial without score. Each kick scores according to the section in which it strikes. A total of five trials gives the individual score.

Foot Volleyball

The playing field is marked off. The ball is put in play by having any player on either side kick it into the opponents' territory. Any player of that side may catch it and kick it back and so on, the ball being kept in play in this manner. Each kick must be made from the spot where the ball was caught. Points are scored by a team when the opposing team:

- (1) fails to catch the ball;
- (2) kicks it out of bounds;
- (3) kicks it into neutral territory;
- (4) fails to kick it out of its own territory.

After each point has been scored the ball is put in play again from the center of playing court by the team losing the point. The players take turns in serving, each player serving in his turn. Fifteen points constitute a game.

Captain Ball

Players: Twenty to forty.

Playing space: Thirty feet by fifty feet. (May be smaller.)

Half the players on each team are basemen and half are guards, the basemen being stationed in the circle or bases. Each guard is stationed near a baseman of the opposite team.

The game is played in two ten-minute halves. In the second half sides are changed and those who were basemen become guards, while the guards become basemen.

The ball is put in play at the center circle at the beginning of each half by a toss-up between two opposing guards. The other guards try to secure the ball and pass it to one of their basemen. The baseman, in turn, tries to pass the ball on to his captain. If too closely guarded, he may make a quick pass to another baseman who may have a better opportunity to pass it to the captain.

Scoring: One point is scored each time a successful pass is made to a captain from a baseman. Passes between basemen and guards, between two basemen, from captain back to baseman, or from guards to captain, do not count.

- Fouls:
- (1) Holding the ball longer than three seconds;
 - (2) Carrying the ball more than one step;
 - (3) Stepping out of the circle with more than one foot, by a baseman;
 - (4) Stepping into a circle, or over the center line, by guard;
 - (5) Guarding in other than a vertical plane;
 - (6) Roughness, any kind.

Penalty: The ball is given to the opponent of the player who made the foul, for an unguarded pass.

NINE-COURT BASKETBALL

Teams: Nine on a team shall ordinarily be the official number used, but when there are large groups, the number may be increased, since the object is to develop the social and recreational features of the game and not to develop championship material.

Choosing teams: The players are lined up according to height, strength, or playing ability, in two lines, A and B, and are then numbered from one to nine, the numbering being repeated until all pairs are numbered. The players then go to the courts which correspond to their numbers and become opponents, playing with their respective teams, A or B.

Team A—1, 2, 3, 4, 5, 6, 7, 8, 9. 1, 2, 3, etc.

Team B—1, 2, 3, 4, 5, 6, 7, 8, 9. 1, 2, 3, etc.

Rules

The latest Spalding's Official Basketball Guide shall govern all plays except in the case of special rules here given. These rules shall be enforced strictly and those who are teaching the game shall make a careful study of them in order that the instruction throughout the community may be uniform, thereby insuring interest and greater pleasure for the participants, both at school and away.

Special rules

Time of playing: Two ten-minute halves with a ten-minute rest between, shall be the official time for contest games. The referee may call time whenever he feels it advisable to do so. Practice games may be played with three ten-minute playing periods with five-minute rest periods between them.

Throwing for goal from the field

Only the forwards in the three end courts shall throw for field goals. Goals so made shall score points for the side whose basket the ball passes through.

Free throw for a foul

When free throws, given for fouls, are to be tried, one of the center forwards who is then in court No. 2 or in court No. 6 shall try for the free throw. If successful, the goal so made shall score one point.

Progression

Players progress after each goal made, in the following order:

1's into court 2	4's into court 5	7's into court 8
2's into court 3	5's into court 6	8's into court 9
3's into court 4	6's into court 7	9's into court 1

No bouncing

No bouncing of the ball shall be allowed.

Line fouls

If a line foul is made by the team in possession of the ball, a free throw for the basket shall not be awarded, but the referee shall give

the ball to a member of the opposite side. The referee shall give the ball to the nearest opponent of the person who was in possession of the ball at the time the line foul was called. This player shall have an unguarded throw to another player, but may not shoot for the basket until the ball has been caught by some other player, when, if it is returned and if he is a forward in one of the three end courts, he may shoot for goal. If he is not a forward he may not throw for goal.

If a line foul is made by the team not in possession of the ball, the player who has the ball retains it and is allowed an unguarded throw, but he may not shoot for the basket until the ball has been caught by some other player. If the referee sees, however, that having the foul called will be to the disadvantage of the team not making the foul, that is, if a player of that team happens to be in an advantageous position for shooting the basket, then he does not call the foul but allows play to continue.

If a double line foul is made, there shall be a toss-up between the player who has the ball when the double line foul is called and his nearest opponent.

Free throw line

The line for the free throws shall be fifteen feet from the basket. If, when a free throw is being made, there are but two players each in courts two and six, the guards shall stand no closer than fifteen feet from the basket and shall not interfere with the forward's throw, nor move until the ball has entered or has missed the basket. If when a free throw is given there are more than two persons playing in courts two and six, the guards and other forwards shall stand back on the "side dividing lines" nearest the basket, and none of the players shall move until the ball has missed the basket.

In case there are only eight players on a team, court eight is eliminated and the jumping centers cover the entire area for courts eight and nine.

In case there are only seven players on a team, courts eight and four are eliminated and the jumping centers cover the entire areas of courts eight, nine, and four. If the above ruling is necessary, the center players must be watched carefully to see that they do not suffer from over-exertion. Rotation of players will obviate this danger so in case a basket is not made for some time, the referee should blow his whistle and have the players rotate.

Count six

Played on a basketball court. The game is patterned after the old game of "Keep Away." The teams are scattered over the entire court and the ball is put in play the same as in basketball. The team receiving the ball endeavors to keep it by passing it from one member to another, the first receiving the ball counts "one," the next counts "two" and so on until they have counted to six. The team scores one point every time they can count continuously through six, and then they begin counting from "one" again. The opposing team endeavors to obtain the ball and when successful, they in turn begin counting for a score. If the count is interrupted by the other team, they must begin counting from "one"

when they again secure the ball. The game should consist of two halves of from five to eight minutes in length and with a two-minute rest between halves.

When ball goes out of bounds, it is thrown in by opposite team from one last touching the ball. Ground rules may be advisable to avoid roughness.

This is a good game to use to teach basketball fundamentals as it gives practice in passing, catching, guarding, and breaking away.

SOFT BALL GAMES

Batting

The bat should be held near the end, the left hand nearest the end and the right hand just above the left. (A left-handed batter reverses the position of hands.) The batter stands facing the plate with his feet eight or ten inches apart sideways, the bat is drawn back behind the right shoulder (right-handed batter). The hands and arms are kept well out from the body, the left elbow being held almost as high as the shoulder. The bat is swung forward in a horizontal plane and after the ball is hit this swing is continued until the bat is around behind the left shoulder.

SOFT BASEBALL

Size of diamond

Thirty-five feet between bases; twenty to thirty feet from the home-plate to the pitcher's box. The distance may vary according to the size of the pupils. The distance should be thirty feet for secondary school pupils and the size of the diamond may be increased for secondary school teams.

Teams

Ten players shall constitute a team. Two shortstops are used, one playing on the base line between second and third bases, the other playing a few feet back of shortstop, or back of second base. The game may be played with nine players to a team.

Equipment

The bat used is approximately thirty-three inches long and two inches in diameter. The balls used may be nine, twelve, or fourteen inches in diameter. The twelve-inch is the accepted regulation ball. Gloves and mitts are not used.

Length of game

Seven innings constitute a game. In match games the officials may shorten the game to five innings or lengthen to nine. The official score shall be determined when each team has had an equal number of times at the bat. Three outs retire the batting side.

Method of pitching

The pitcher in delivering the ball to the batter throws with an under-hand sweep of the arm, keeping the arm parallel to the body. This does not mean that the pitcher merely tosses the ball to the batter. With practice a pitcher may learn to deliver the ball to the batter with con-

siderable speed, using the regulation underhand delivery. A pitcher may also learn to throw curve balls. (Overhand pitching may be used if desired. If used, the pitcher's box should be moved further from home base.)

Fair ball

A legally batted ball striking and remaining in the infield (between first and third bases) or striking into foul territory and rolling into fair territory. If the ball strikes on fair territory in the outfield and rolls to foul territory, it is a fair ball. In other words, the fairness of the batted ball is determined by where it rolls in the infield and where it hits in the outfield

Foul ball

Any legally batted ball that strikes out of fair territory in the outfield or rolls out of the infield after striking fair territory is a foul ball. A foul ball hit no higher than the head of the batter is a foul tip, and counts as a strike, except on the third strike.

Strikes

1. A strike is a legally pitched ball passing over the home-plate between the knees and shoulders of the batter.
2. A legally pitched ball struck at and missed.
3. Any foul strike until the batter has had two strikes.

Balls

1. A legally pitched ball that does not pass over the home-plate between the knees and shoulders of the batter.
2. Any motion on the part of pitcher to deliver ball to home-plate, first base, second or third base without completion of the throw.
3. Taking legal position on pitcher's plate without having the ball.

The batter is out

1. On three strikes.
2. On foul tip legally caught on third strike.
3. On foul fly legally caught.
4. On intentional interference with the catcher.
5. On being hit by a foul ball before it strikes the ground, (third strike only).
6. On a fly ball legally caught.
7. On making an illegal hit.
8. On batting out of turn, provided the batter has taken one strike at the ball or has had a strike or ball called on him.
9. On making an unsuccessful attempt to bunt on the third strike.

The base runner is out

1. If he runs three feet out of the base line to avoid being tagged.
2. If he is hit by a fair ball.
3. If he fails to tag bases when running.
4. If he fails to return to his base on a fly ball that has been caught before the ball is thrown to the baseman.

5. If the base is left before the ball (delivered by the pitcher to the batter) crosses the home-plate. (Any base runner attempting to steal a base must remain on his base until the ball delivered by the pitcher to the batter has crossed the home-plate.)
6. If tagged while off a base, except when returning to the base after a foul ball.
7. If he does not reach first base or any subsequent base after making a fair hit. Either the base or the runner may be tagged in this case.

The batter becomes a base runner

1. After making a fair hit.
2. After four balls have been called on him.
3. After being hit by a pitched ball.
4. After three strikes if the ball is missed by the catcher.
(Officials may decide whether or not this rule is to be enforced. For girls' games it should not be enforced.)
5. If interfered with by the catcher.

An illegal hit

Batter hitting ball while out of batter's box.

(A batter's box should be marked on each side of the home-plate three feet wide and five feet long. The batter's box should be six inches from the home-plate and parallel to the home-plate.)

The ball is dead

When a ball fairly delivered by the pitcher hits the batter's bat. The captains of the two teams and the umpires should decide on the ground rules before the game starts.

Important

Women should umpire girls' games.

M. STUNTS*

The aims in a stunt program are the general aims of any physical education program, namely, to present such situations, under proper conditions, as shall offer the individual ample opportunity for physical growth, mental stimulation for achievement, and social adjustment to the group.

From the suggested list the teacher may select approximately four types of stunts. The reasons for the selection of any particular activities may be the season of the year, age, sex, environmental conditions, desire for correlation, the demands of the general curriculum or specific course of study, or any other valid reason. These selected types of activity may constitute the program for a month or two or for the entire term. Each type includes the concrete events, games, contests, or stunts which may be played, practiced, or performed during the recreation period.

The number and variety of stunts are limited only by the ingenuity and versatility of the instructor. Those presented in this volume have been selected with a view toward child interest and safety features.

* Rogers, Martin. A Handbook of Stunts. The MacMillan Company, 1936.

1. Types of Activities for Rotating Squad Organization

	<i>Type</i>	<i>Specific Activities</i>
1.	Individual Stunts	Chair Crawl, Wand Twister, Body Bounce, Walrus Walk, Single-Leg Squat, etc.
2.	Combat Stunts	Chicken Fight, Hand Wrestling, Stool Tilting, Boxing, etc.
3.	Games	Hopscotch, Johnny Ride a Pony, Red Rover, Storming the Heights, Tug of War, etc.
4.	Races	Crab Race, Leapfrog Race, Rescue Race, Toss the Stiff Race, Chariot Race, etc.
5.	Mat, Agility, and Tumbling Movements	Graded Mat Stunts—individual and companion
6.	Pyramid Construction	Progressive poses, groups, figures, and pyramids from single position to couple poses, three-man groups, four-man pyramids, etc.
7.	Apparatus Stunts	Carefully graded stunts on the heavy gymnastic apparatus—horse, stall bars, horizontal ladder, ropes, balance beam, chin-ning bar, stairs, etc.
8.	Athletics	Handball, Tennis, High Jump, Soccer, Golf, Running, Football, Basketball, etc.
9.	Miscellaneous Self-Testing Activities	Rope Jumping, Ring Toss, Oat-Bag Throw, Lassoing, Target Toss, Sit-up, etc.

2. Individual Stunts—Without Equipment

a. *Full Squat, Heels Raised, Eyes Closed*

Object: To do a squat with eyes closed and maintain balance for fifteen seconds.

Explanation: Take a comfortable position, with feet slightly spread. Close the eyes, begin to bend at the knees, and slowly bring heels from the ground, turning them in toward each other. Keep the back straight at all times. Let the arms fall limply across the thighs. Do not use them for support. Eyes should be closed throughout the stunt.

Suggestion: Use toes for balance.

b. *Walrus Walk*

Object: To do a walrus walk.

Explanation: Fall forward, resting palms on floor, body extended in a straight line from shoulder to heels. Keep elbows stiff and maintain a good arch. Travel forward on hands dragging legs behind on toes, knees stiff.

Suggestions: (1) Keep arms stiff.

(2) Wiggle body from side to side.

c. *Rising Sun*

Object: To stand up from a sitting position without the aid of the arms.

Explanation: Sit on the floor, knees bent, soles of feet flat on the ground. Fold arms across chest. Rock body slightly forward, place heels down forcibly, at the same time bending body forward and up. Stand up.

Suggestions: (1) Lean forward in attempt to stand up.

(2) Keep weight on outside of feet.

d. *Bear Turn*

Object: To do a bear turn.

Explanation: Squat low and place both hands flat on the floor inside of knees. Circle right leg forward from right to left, "cutting" both hands and left foot on each circle. This should be performed to rhythm.

Suggestion: Keep legs straight and let weight rest on the hands.

e. *One Leg Squat*

Object: To do a leg squat.

Explanation: Stand on one foot, placing other foot straight forward, keeping the knees stiff. Go down to a deep knee bend position, keeping one leg extended straight forward off the ground. Try to sit on your heel and then return to your original position.

Suggestions: (1) Keep your arms extended sideways to help you maintain your balance.

(2) Dip slowly, keeping knee of extended leg straight.

f. *Camel Waddle*

Object: To do a camel waddle.

Explanation: Keep feet apart, bending forward, placing hands flat on floor in front of body. Walk forward, hand and leg of one side moving at the same time, alternating with other hand and leg. Always keep knees and elbows stiff.

Suggestion: Be sure that the weight is kept forward on the hands and that the elbows and knees are straight.

g. *Crab Walk*

Object: To do a crab walk on hands and feet.

Explanation: Stand erect, feet well apart. Raising arms overhead, palms facing forward, bend trunk backward slowly until hands reach and rest on the floor back of the head. Now walk on hands and feet in "crab."

Suggestions: (1) Keep head back.

(2) Maintain an arch and move one foot, then a hand, etc.

(3) Keep the feet as close to the hands as possible.

h. *Floor Dip*

Object: To do a floor dip.

Supplies: Mat.

Explanation: Lie down face on mat, hands on mat under chest. Push up, using hands.

Suggestions: (1) Keep legs and back stiff.

(2) Push up until arms are stiff.

i. *Owl's Perch*

Object: To do an owl's perch.

Explanation: Assume deep knee bend position, head up, back straight; place arms close to sides and face palms forward.

Suggestion: Keep arms close to body and take a very deep knee bend.

j. *Far Reach Kneeling*

Object: To find out how far a person can reach when in a kneeling position.

Explanation: Kneel on both knees behind a line drawn on the floor. Hold a chalk in one hand and at the same time putting other hand behind your back. At the signal reach as far forward as possible and chalk a mark on floor.

Suggestion: As a competitive stunt, handicap the taller contestants by having them start an arbitrary number of inches back of starting lines.

3. Individual Stunts—With Equipment

a. *Aero Dive*

Supplies: A piece of crumpled paper.

Object: To pick up a piece of crumpled paper that is six inches in front of your feet, without losing balance.

Explanation: Stand with your feet together. Place a piece of paper on the ground six inches in front of feet. Raise right arm obliquely forward and upward, left obliquely downward and backward. Pick up the paper with the right hand, without losing balance.

Suggestions: (1) Arms and elbows may be rigid.

(2) Trunk should be bent slowly forward.

b. *Cut the Cane*

Supplies: Cane or stick.

Object: To circle a leg over a cane or stick, cutting a hand off the cane and then catching the cane before it falls to the floor.

Explanation: Grasp the end of the cane with the right hand. Plant the other end of the cane on the floor in front of the feet. Circle right leg over the cane from right to left and catch cane before it falls to ground.

Suggestions: (1) Leg should cut the right hand in a cross over the top of cane.

(2) Body should be bent forward a little.

c. *Heel Jump*

Supplies: Pencil.

Object: To jump over pencil without releasing hold on toes.

Explanation: Place a pencil on floor and stand so that toes almost touch it. Bend over and grasp front of toes. Raise the back suddenly, simultaneously with a projection of the body forward, to accomplish the feat.

d. *Pick Up*

Supplies: Paper or pencil.

Object: To bend down and attempt to pick up object without bending knees and without removing heels and hips from wall.

Explanation: Stand with knees stiff, back flat against wall, heels and hips also touching. Bend down, pick up object placed on floor in front of toes.

Suggestion: Performer should bend slowly to one side as far as possible then bend slowly forward and sway body from side to side, scooping up the object as the trunk rotates.

e. *Ball Scoop*

Supplies: A ball (A football, a basketball, or a soccer ball).

Object: To pick up a ball with one hand without hesitating.

Explanation: A ball is placed on a spot about twenty feet from the starting line. The trick is to run alongside of the ball, inserting your palm as close to the ground as possible, and without hesitating scoop the ball up to the other hand.

Suggestions: (1) Running alongside of ball is easier than running in back of it because then there isn't any danger of kicking the ball.

(2) Try to keep the palm of your hand as close to the ground as possible.

f. *Wand Corner Bend*

Supplies: A stick or a wand.

Object: To encircle body with the wand in a bend backwards position.

Explanation: Player holds wand in one hand with his feet apart and his back to a corner of the room. At the signal he bends backward carrying the wand over his head, placing the free end in the corner of the floor, so that it cannot slip. Then he tries to travel upward and downward on the wand with hand over hand position, and back to his original position.

Suggestions: (1) Start when you have your weight balanced.

(2) Try to keep feet apart.

(3) When traveling up and down the wand try to have the hands below the level of the head because it is easier to push than to pull one's weight.

g. *Jump Stick*

Supplies: A broom handle or stick.

Object: To jump over stick without loosening grasp of either hand.

Explanation: Hold stick with tips of fingers in front of thighs.

Then jump over stick without loosening grasp of either hand. Practice this consistently, jumping back and forth over the stick. As a variation, hold a piece of cord at both ends, allow it to sag then gradually shorten the slack. After a little practice do the exercise in quick time.

Suggestion: Hold stick lightly so that if hit it will fly out of the hands without tripping the performer.

h. *Under the Bridge*

Supplies: A piece of chalk.

Object: To learn game of "under the bridge."

Explanation: After toeing a mark about thirteen inches apart take a deep knee bend position. Reach right hand around outside of right foot, between the legs and see how far you can reach.

Suggestions: (1) Extend arm slowly in order to keep your balance.

(2) Free hand should be kept behind back so that you are not tempted to see or use it.

i. *Brick Hop*

Supplies: Brick or same shaped block of wood.

Object: To hop on brick and stay there.

Explanation: Stand on one foot, toeing a line. Place brick on floor, one end about three feet in front of stationary foot.

Hop on brick and remain there. No preliminary hops are permissible.

Suggestion: Extend arms for balance.

j. *Backward Bend*

Supplies: A wand or cane.

Object: To do a backward bend.

Explanation: Stand toeing a mark with feet well apart. Hold wand vertically upwards, grasping lower end with both hands.

Bending body backward, lean backwards and touch free end of wand to floor behind.

Suggestion: Keep heels flat on the floor.

4. **Combat Stunts**

a. *Hand Tug of War*

Supplies: A piece of chalk.

Object: To pull opponent over a given boundary line.

Fundamentals: Pulling and dragging.

Explanation: Both players meet midway between two parallel lines about fifteen feet apart. They face each other, grasp hands and at the signal, each tries to pull the other over a required line.

Rules: (1) Hands must be grasped and not the wrists.

(2) Match begins only when signal is given.

b. *Head Push*

Supplies: A piece of chalk to draw two parallel lines about fifteen feet apart.

Object: Each player tries to push the other backward over the required line.

Fundamentals: Pushing.

Explanation: Both players meet midway between two parallel lines. Each places his left foot forward on the floor in a firm position, and at the same time, holding his right hand against opponent's head. At the signal, each tries to drive his opponent backward across his line. The one successful in doing this is the winner.

Rules: (1) No other contact can be made except by the hands and head.

(2) Head and trunk may be bent slightly in order to get between grips.

(3) The left hand is placed either on the hip or behind the back.

c. *Cock Fight*

Object: The contestants try, with the aid of the toes, to lift their opponent's feet high enough to cause him to lose his balance and roll over on his back.

Fundamentals: Kicking, pushing.

Explanation: Two players sit on the floor, facing each other, knees drawn up and toes touching. Their hands are clasped around in front and cover the shins.

Rule: Hands must remain clasped during the contest.

d. *Open-Hand Boxing*

Object: Players try to win judge's decision after two minutes of open-hand boxing.

Fundamentals: Bobbing, weaving, ducking, blocking, side-stepping, slapping, feinting, hopping, and jumping.

Explanation: In a designated area, two players start boxing.

Rules: (1) The round shall last two minutes.

(2) Player must not attack with closed hand.

(3) Judge shall decide winner.

(4) Boxing rules should be followed.

(5) There should be a referee.

e. *Neck Tug*

Object: Players attempt to pull each other over a designated line.

Fundamentals: Pushing, pulling.

Explanation: Opponents stand three feet apart, facing each other. They lock both hands behind each other's neck.

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Rules: (1) If person loses grasp, he loses.

(2) If player bends his head, causing opponent to lose grip, he loses.

f. *Rooster Fight*

Supplies: None.

Object: With their hands holding their ankles, players A and B shoulder each other about in such a way so as to make his opponent lose his balance, or his grip on his ankles.

Fundamentals: Holding, pushing.

Explanation: Contestants, stooping down, grasp their ankles from behind, hands inside of the legs, with their palms facing out and their thumbs back.

Rule: The winner is the one who succeeds in having his opponent lose his balance (falling), or succeeds in causing his opponent to loosen his grasp of his ankles.

g. *Bear Fight*

Supplies: None.

Object: Players try to make their opponent lower his free foot to the ground or, release his grasp on free foot.

Fundamentals: Hopping, pushing and holding.

Explanation: Players stand on one foot, holding the other up behind with the opposite hand. At the signal "Go!" contestants butt each other about, using shoulders and upper arms.

Rule: The winner is the one who succeeds in having his opponent lower his free foot to the ground or releasing his grip on said foot.

h. *Basketball Battle*

Supplies: Two basketballs, volley or soccer balls; string.

Object: To score the largest number of clean, fair hits with the basketball.

Fundamentals: Striking, pushing.

Explanation: Draw a seven-inch circle on floor. Tie about four inches of string to the cross lacing of each ball. Battlers each wind about a foot of string around right hands, and stand within the circle. At signal "go" each attempts to score the largest number of clean, fair hits with the ball.

Rules: (1) Stepping outside the circle loses the game.

(2) A fair hit is one striking anywhere on the body between the ankle and shoulder lines, or the front, side or back of the body.

(3) One point for each hit.

i. *Rough Rider*

Supplies: None.

Object: Rider attempts to unhorse opponent.

Fundamentals: Running, pushing and pulling.

Explanation: Two players standing upright; each has a rider on his back. Rider's legs are wound tightly around his mount's waist. At a given signal, rider tries to unhorse his opponent

by pushing and pulling him, endeavoring to have his opponent touch the ground with his feet.

Rules: (1) Riders may push and pull clothing or hair, but may not strike an opponent about the face.

(2) Horses may interfere with each other and run when their master is in danger.

(3) The winner is the one who succeeds in having his opponent's feet touch the ground.

j. *Greco Roman Wrestling*

Supplies: Mats.

Object: Endeavoring to bring the body of an opponent to the mat.

Fundamentals: Pushing, pulling, and throwing.

Explanation: Contestants standing erect, facing each other, take any body grasp they wish. At a given signal, contestants try to throw opponent to the mat. When any part of the body other than the feet touches the mat, a winner is declared. The legs may be used to help cause the fall.

Rules: (1) Touching of the senses, such as vision and hearing, is not permissible.

(2) When contestants go off mat they must cease to wrestle, and come back to the mat in an upright position and start again at a given signal.

5. Mat, Agility and Tumbling Movements

a. *Forward Roll From Stand*

Fundamentals: (1) Gradually bend arms.

(2) Point toes as you push off floor.

(3) Lower head and bend back for smoother action.

(4) Stand up without pushing from mat with hands.

Explanation: Bend the knees and place hands on mat. Extend the legs, gradually bend arms, lowering the head. Bend the back to permit head to pass through the arms as the roll is continued on the back of the head, neck and shoulders. Flex the thighs and knees, taking a hand grasp on the ankles, pulling feet close to the thighs. Come to a standing position.

b. *Dive and Roll Four Feet*

Fundamentals: (1) Take off with both feet.

(2) Dive forward, landing on hands.

(3) Flex arms, duck head, roll forward on back.

(4) Grasp ankles and roll up to a standing position.

Explanation: From standing position, spring forward about four feet, catching the weight on the hands. Gradually bend the arms, lower the head, landing on back of neck and shoulders with a continuance of the forward rolling motion. At the moment of the sitting position, grasp ankles for the moment but release hold upon coming up to position.

c. *Sit Back, Straight Knees, Backroll*

Fundamentals: (1) Fall backward, bending at hips *only*, and reach for toes.

(2) Place hands on mat just before body makes contact with mat.

Explanation: From stand, sit back, keeping legs extended, and reach for the toes by bending at the hips. Just before landing, bring the hands back alongside the hips and place them on the mat to help break the fall.

d. *Football Roll*

Fundamentals: (1) Dive forward with body turned slightly to the left.

(2) Arms flex, lowering right shoulder to mat.

(3) Continue roll on back, coming up to a standing position on both feet.

Explanation: From standing position, dive forward with body making a one-eighth turn to the left. At time of dive bend knees, place hands on mat and a little off to the left side. Lower the head, landing on back of right shoulder and rolling from it on to back and up on the feet.

e. *Head Stand*

Fundamentals: (1) Place hands, shoulder width apart, on mat.

(2) Place forehead in front of hands, forming an equilateral triangle, with hands.

(3) Push feet from floor, raising them over head.

(4) Arch the back and point the toes.

Explanation: Place hands on mat, shoulder width apart, keeping figures well spread. Forehead is placed in front of the hands, on the mat forming an equilateral triangle with them. Kick one foot up, followed by the other, keeping as much weight on the hands as possible. Once feet are overhead, arch the back and point the toes, both of which aid in keeping the balance.

f. *Backward Roll From Stand*

Fundamentals: (1) Fall backward, bending at hips *only*, and reach for toes.

(2) Place hands at sides of body and on the mat just before body touches mat.

(3) Lie back, bringing feet over head and backward.

(4) Place hands back of shoulders and push upward.

(5) Come to standing position.

Explanation: From a stand position, fall backward, at the same time bend hips and reach for toes. Place hands at sides and on mat to help break fall. Roll backward raising the feet overhead and continuing their motion backward, the feet having a bend at the knees. The hands are placed in front of shoulders, fingers pointing toward feet. The hands aid in pushing the weight off the head and shoulders and on to the feet, resulting in the coming to a standing position.

g. *Rocker*

Fundamentals: (1) Assume a knee rest position, with hands clasped behind back.

(2) Fully arch the back.

(3) Throw head as far back as possible and turn it to either side.

(4) Let the body roll forward, holding the arch.

Explanation: From a knee rest position, with hands locked behind the back, arch the back well. Bring the head back and turn the face to either side. Let the body fall and roll forward, giving the rocking effect (only if body is kept arched).

h. *Roll Down From Hand Stand*

Fundamentals: (1) Come to a hand stand.

(2) Lean weight forward, flex the arms gradually and tuck in head.

(3) Neck is lowered to mat and back is rounded.

(4) Roll forward, grasping ankles.

(5) Come up to standing position.

Explanation: Assume a hand stand position, lean the weight forward and bend at the elbows. Lower the weight on the neck by tucking in the head. Continue the forward rolling motion on the back. Coming up to a sitting position, place the feet on the mat close up to the buttocks and grasp the ankles. The forward drive will finally result in a standing position.

i. *Forward Roll on One Foot, No Hands*

Fundamentals: (1) Bend at knees and bend trunk forward, keeping arms sideward.

(2) Spring from feet, tuck head, landing on neck and shoulders.

(3) Roll forward, keeping arms sideward, with one leg extended off mat and other leg flexed at both knee and hip.

(4) Flexed leg is brought up close to buttocks and placed on mat and its extension gives the standing position.

Explanation: From a stand position on mat, raise arms sideward, bending trunk forward and downward and bending the knees. A slight spring is given off both feet and the head is tucked under so that the neck and shoulders land on mat. The roll continues forward, with arms stretched sideward. One leg is extended and off mat while the other is well flexed and brought close up to buttocks and placed on the mat. The extension of the flexed leg brings body up to an erect position.

j. *Cartwheel on Line*

Fundamentals: (1) Run, turning body one-quarter right, placing left foot forward, left arm vertical.

(2) Put weight on left foot, lean forward, placing left hand on mat.

(3) Right leg is brought up and the right hand is placed on mat.

(4) Right foot is brought to mat as left hand is raised.

(5) Left foot is lowered, separated from the right, and body standing.

Explanation: Run, making a one-quarter turn right of body, placing left foot forward, and left arm vertical. As the weight is thrown upon left foot, lean forward, placing the left hand on the mat. Now throw the right leg up, at the same time placing the right hand on the mat. At this moment, a momentary hand balancing position will be made with arms and legs spread wide. Bring right foot to the mat as the left is raised. Drop left foot, keeping it widely separated from the right, coming to a stand with body erect.

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